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ABSTRACT

Data on enrollment trends and student characteristics in the Los Rios Community College District (LRCCD) are presented, along with an examination of the possible effects of the imposition of tuition in fall 1984. Following introductory comments on data collection and analysis, information is presented on district enrollment; day/evening distribution; unit load; ethnic, age, and gender distribution; and weekly student contact hours. Next, details on enrollment declines are presented in terms of age groups, gender, unit load, day/evening status, academic standing, grade point average, educational goal, high school education, student classification, retention rates, and comparisons with statewide figures. The next section focuses on disproportionate enrollment declines among black students, providing data on a survey of black non-returning students and the results of college and community meetings. Summary comments indicate that: (1) the LRCCD lost disproportionately more young black students than older ones, more black men than black women, more full-time than part-time students, more day than evening students, and considerably more continuing and returning students than new students; (2) non-returning students cited personal/family reasons and reasons related to employment as the chief factors influencing their decision not to re-enroll; and (3) the proportions of black students on academic probation and on dismissal notice were higher than for any other ethnic group and their retention rates were lower. (LAL)

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Planning for Change

Fall 1984 Enrollment Update

Los Rios Community College District

Cosumnes River College
American River College
Sacramento City College

Office of Planning and Research
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JC 870 152

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PLANNING FOR CHANGE:

FALL 1984 ENROLLMENT UPDATE

Office of Planning and Research
Janis Cox Coffey, Director
January 1985

Los Rios Community College District

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Acknowledgments

Many people throughout the district made important contributions to this report.

At American River College, my appreciation goes particularly to President Queen Randall, Dr. Louis Johnson, and Ms. Sharon Ruckle for their leadership in the telephone survey for ARC, and to the many administrators, counselors, and staff who gave of their time and effort in contacting the nonreturning students. (A complete list of those involved with the survey may be found in the appendices of this report.)

At Cosumnes River College, I want to thank President Marc Hall and Dr. Howard Harris, who administered the telephone survey project and the additional research undertaken at the college. Special thanks are due the counselors, administrators, faculty, and students who helped make the telephone survey a success. (A list of those involved at Cosumnes is in the appendices.)

At Sacramento City College, credit is due to President Carl Andersen, and to Mr. Barry Tucker, who was chiefly responsible for the telephone survey and the additional research done at Sacramento City. A number of counselors, staff, and several students put great time and energy into the telephone survey component, and their names are also listed as an appendix to this report.

Foremost among the district office staff, my appreciation goes to Mr. Randall Jones, Research Systems Software Specialist, for all his work in compiling the extensive amounts of both historical and current data used in this report, in designing the graphics, and in assisting with all of the analysis. My thanks also go to Dr. Paul Steed, Director of Data Processing, and to Mr. Jerry Stypes, Mr. Dag Gano, and Mr. Joe Poole of the data processing staff. Finally, special thanks to Dr. Beth Lee for her clear vision in editing this report, and to Ms. Ann Lynch, for her excellent work in the design and production of this document.

I am indebted to all of you.

Janis Cox Coffey
Director of Planning and Research
January 1985

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PLANNING FOR CHANGE:

FALL 1984 ENROLLMENT UPDATE

INTRODUCTION

In March 1984, the Los Rios Community College District published Planning for Change: Assessing Internal and External Environmental Factors, the first in a series of reports designed to analyze the current status of the district with an eye toward planning for the future. That report first discussed the various demographic, economic, and sociopolitical factors that could be expected to alter how this district should operate over the next five to ten years, and then focused on the district's own changing demographics, comparing the district's and each college's student population to the district and college service area populations. Using the 1980 Census data, that initial report provided a unique picture of the district's various communities, and of our potential students as compared to those already enrolled.

This new report focuses on the district's students--from Fall 1978 to Fall 1984--and examines the possible effects that the imposition of tuition this past fall may have had on our student enrollments. The report first examines changes in overall enrollment as of Fall 1984, in the proportions of day and evening students, in unit load, in the age, sex and ethnicity of our students, and in Weekly Student Contact Hours or WSCH--the measure which translates into funding.

The report also goes considerably beyond the initial enrollment analysis, since in putting together the usual enrollment statistics in November 1984, the Planning and Research staff discovered that not only had the district's enrollments dropped by over 8% since Fall 1983, but the decline was disproportionate among the various ethnic groups within the district and the colleges. The sharp decrease in black enrollments (19.5% districtwide) was discussed with the Board of Trustees, which directed the staff to undertake further analysis of the situation and report back on the results.

A four-pronged approach was used, with the following components:

(1) Additional analysis of our district's demographic data (age, sex, credit load, GPA, etc.), comparing each ethnic group on these items to ascertain whether changes in any of these factors could help explain the decline of one particular ethnic group.

(2) Analysis of whatever statewide data were available to determine whether this was a local or statewide phenomenon.

(3) Design and administration of a telephone survey to those black students who had been enrolled in Fall 1983 but who did not return (and had not completed a degree or certificate program) in Fall 1984, to determine their reasons for not returning.

(4) A series of meetings between Chancellor Mertes and the staff and faculty of each college to discuss the black student enrollment decline, and a meeting between the Chancellor and various leaders of the Sacramento black community to discuss the problem.

The results of this analysis are reported in the chapters entitled, "Detailing the Enrollment Decline" and "Focus on Black Students: Why They Left."

The following report is intended for wide reading and distribution and thus is set up in a "question and answer" format. In most sections, districtwide figures and analyses are presented, although particularly important differences among the district's three colleges are noted throughout. The specific charts, graphs and tables for each college are presented in the appendices to this report, for use by college staff in undertaking additional college-specific analyses.

Finally, one major caveat must be borne in mind when reading this report: it is almost impossible to isolate the effects of the recently imposed tuition from a host of other factors--the new drop fee, increased assessment testing, decreased funding, more stringent standards for financial aid, the improved economy and job market, and even student, faculty and staff attitudes--that have undoubtedly played a part in both the overall enrollment decline and in the decrease of black student enrollment in particular. In short, there are no easy answers in this report--just more profound and challenging questions about our future.

FALL 1984: ECHOES FROM THE PAST AND A LOOK AT THE FUTURE

This chapter of the report examines the Fall 1984 district enrollment figures, compares them with past years' statistics, and focuses on the factors of day/evening distribution, unit load, ethnicity, age and gender distribution, and WSCH. The enrollment and WSCH figures are based on the Fall 4th Week Census Reports, which include counts for all enrolled students. The statistics on credit load, age, sex, and ethnicity are all based on the Fall Student Characteristics Reports, which exclude counts for students enrolled in short term (i.e., less than nine weeks) or open entry/open exit classes. The charts and graphs provided in this section show district totals only, although highlights of the colleges' statistics are presented. The charts and graphs for each college are included in the appendices to this report.

DISTRICT ENROLLMENT

This section of the report answers a series of questions related to the district's enrollment:

- Did the district's enrollment increase or decrease in the Fall 1984 semester?
- Is this a new phenomenon or the continuation of a trend?
- Is there any relationship between enrollment trends and the recent fiscal history of the community colleges?

As Figure 1 on the following page indicates, the district's enrollment peaked in 1981 and has been declining since. The Fall 1984 student count is almost 17% below Fall 1981, and is 8.4% lower than last Fall 1983. Overall, the district enrollment dropped from 44,043 in Fall 1983 to 40,351 in Fall 1984. The college figures were as follows: American River College dropped from 20,414 to 19,451; Cosumnes River College decreased from 6,180 to 5,380; Sacramento City College dropped from 15,726 to 13,710; and ARC/Placerville increased its enrollment from 1,723 to 1,810. The district's enrollment losses have occurred during a period in which the Sacramento metropolitan region's population has been growing by 2.5% annually (SACOG, "Data Summaries," 9/05/84).

Interestingly, the decline in the district's enrollment roughly parallels the decline in the state fiscal support for the community colleges, reflecting particularly the "defunding" of certain courses by the state and the last several years' decreases in State General Fund support. The district's Fall 1984 enrollment is lower now than in Fall 1979, the year after Proposition 13, and appears to be part of a statewide trend of declining enrollments in the California Community Colleges.

DISTRICT DAY/EVENING DISTRIBUTION

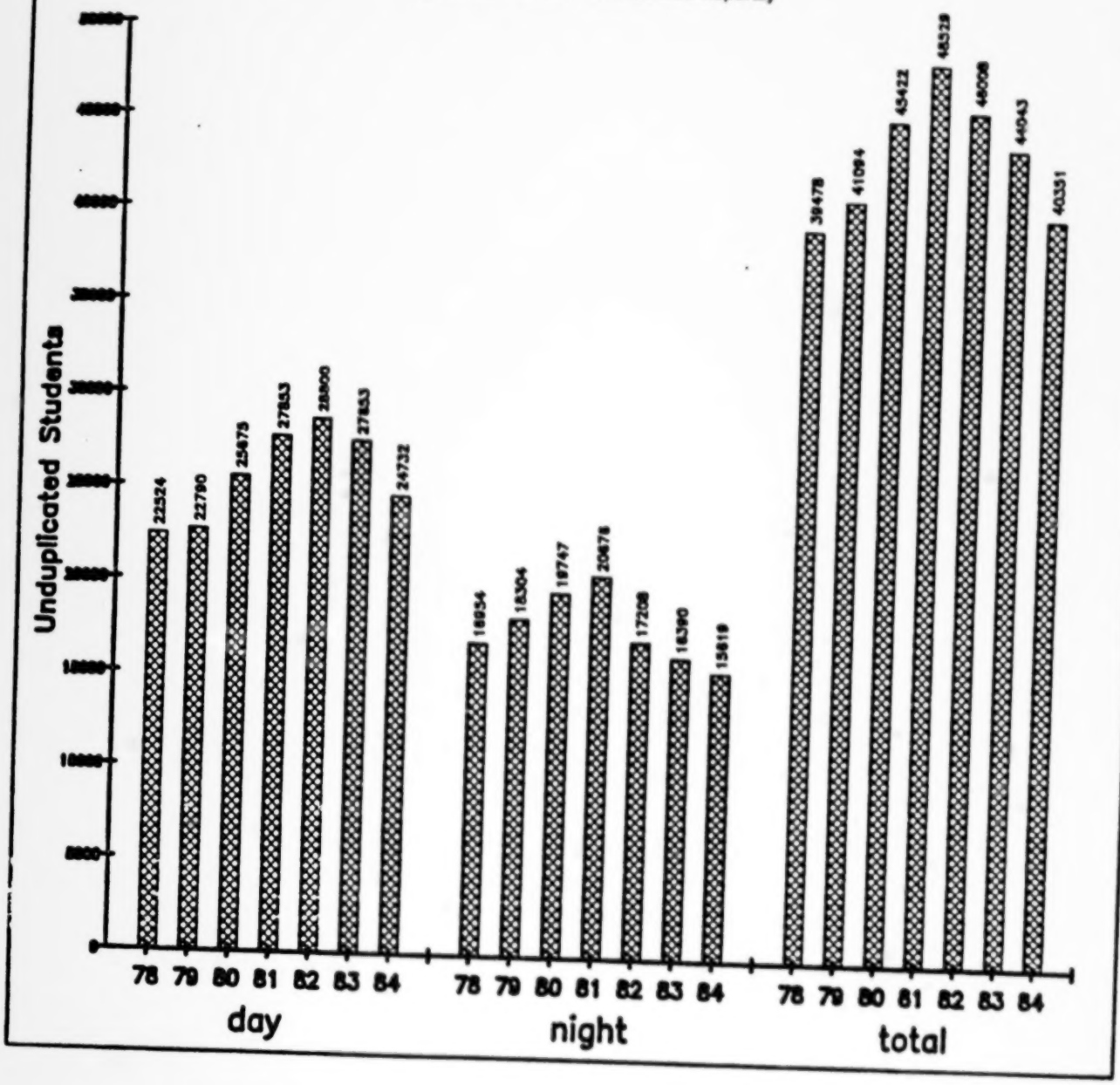
The questions to be answered in this section are as follows:

- What is the current proportion of day students compared to evening students?

Figure 1

District Enrollment

(Based on Fall 4th Week Census Reports)



- Enrollment peaked in '81 and has been declining since.
- Fall '84 is almost 17% below Fall '81.
- Parallels decline in state fiscal support.
- Fall '84 enrollment lower now than after Prop. 13 (1979).
- Fall '84 enrollment down 8.4% from Fall '83.

- Has this proportion changed over time and is Fall 1984 different from or a continuation of the trend?

- Is there any particular difference in day/evening student distribution among the colleges?

Figure 2 on the next page illustrates the proportion of day to evening students in the district since Fall 1978. From Fall 1978 to Fall 1983, the proportion of day students increased from 57.1% to 62.8%, while the proportion of students attending in the evening decreased from 42.9% to 37.2%. Fall 1984 reversed these trends slightly, with the proportion of day students decreasing to 61.3% and the proportion of evening students increasing to 38.7%.

Depending on their relative proportions of day to evening students in 1978, the district's colleges are all tending toward a 60% day/40% evening split, with the exception of Sacramento City College, which has traditionally maintained a higher proportion of day to evening students (66% to 34%.)

DISTRICT UNIT LOAD

This section of the report will answer a number of questions relating to the district's unit load--the number of units taken by students enrolled in the district's colleges. Three categories of unit loads are discussed: the full-time load of twelve or more units; the mid-range load of 6 to 11.9 units; and the lightest load of 1 to 5.9 units. Courses in the Los Rios District most often carry three units apiece, although there are numerous variations.

The questions to be answered in this section are:

- What are the proportions of students taking full-time, mid-range, and light credit loads and what have been the trends over time?

- Have these proportions changed as of Fall 1984?

- Is there anything in the state's student tuition/fee policy that might cause a change in the number of units students elect to carry?

- What are the current and future effects of a shift in credit load on the district?

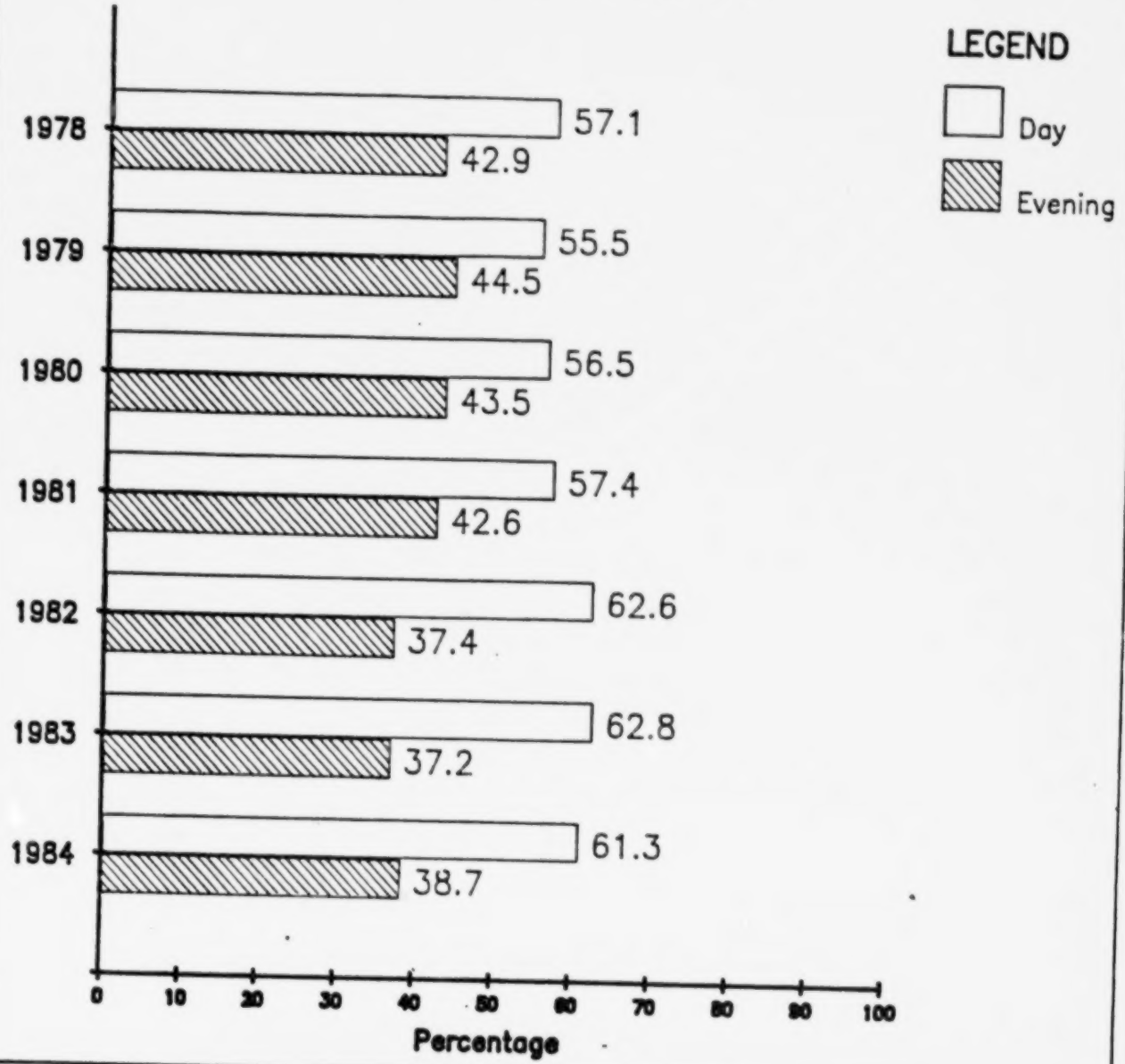
Figure 3 on Page 7 shows the proportions of students taking the various credit loads from Fall 1978 to Fall 1984. The proportion of full-time students--those taking twelve units or more--has been generally declining since Fall 1978, although the proportion stabilized at 28% for the three years preceding Fall 1978. In Fall 1984, the proportion of full-time students in the district dropped to 26.5%, the lowest proportion in seven years. Cosumnes River was the only college that showed an increase in its proportion of full-time students, from 22.8% in Fall 1983 to 23.7% in Fall 1984. The Placerville campus of American River College had the greatest decrease in its proportion of full-time students, from 18.5% in Fall '83, to 15.1% in Fall '84.

The proportion of students taking the mid-range load of 6 to 11.9 units had been generally increasing from 32.7% in Fall 1978 to 34.9% in Fall 1983. Fall 1984 reversed this trend, with the proportion of students taking this middle

Figure 2

District Day/Evening Distribution

(Based on Fall 4th Week Census Reports)

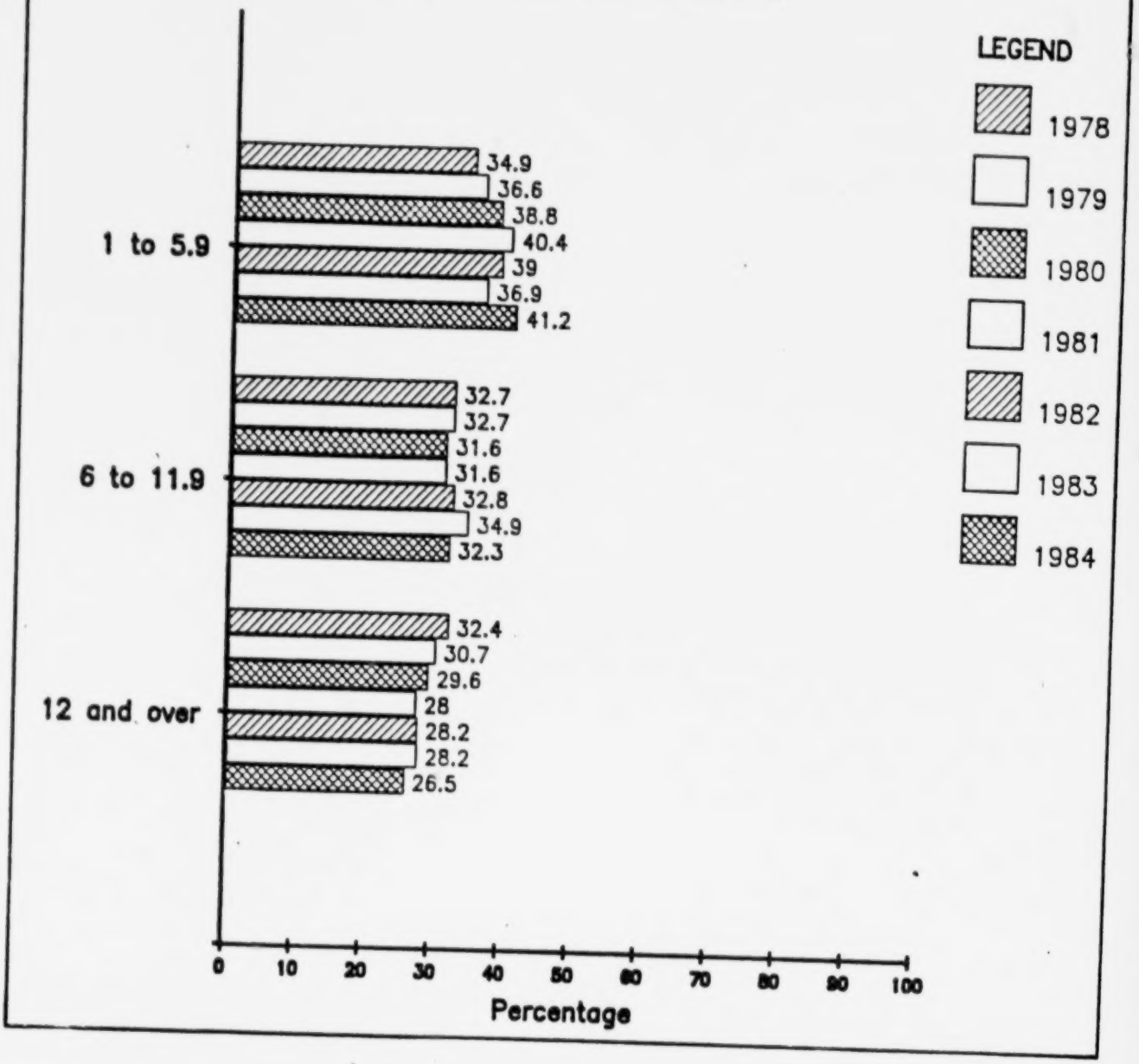


* From '78 to '83, proportion of day students increased, evening students decreased.
* Fall '84 reversed trends slightly: day down; evening up.
* ARC, ARC/P, and CRC all tending toward 60% day/40% evening split.
* SCC maintains a higher proportion of day to evening students (66% to 34%).

Figure 3

District Unit Load over Time

(Based on Fall Student Characteristics Reports)



- Proportion of full-time students continued to decline.
- Proportion of students taking mid-load (6-11.9 units) increased last Fall and then decreased this Fall.
- Proportion of students taking lightest credit load increased this Fall.

credit load dropping to 32.3%. This is also the greatest shift in proportion of this group since 1978. All of the colleges experienced similar decreases in the proportions of their students taking 6 to 11.9 units (i.e., taking at least two three-unit courses).

The proportion of students taking the lightest credit load of 1 to 5.9 units increased districtwide from 34.9% in Fall 1978 to 40.4% in Fall 1981, and then began to decrease to 36.9% by Fall 1983. Fall 1984 reversed this trend as the proportion of students taking the lightest credit load jumped 4.3 percentage points to 41.2% of the district's students. The Placerville campus of American River College had the greatest increase in the proportion of students taking the lightest credit load (1 to 5.9 units) and, as previously stated, had the greatest decrease in the proportion of full-time students of any district college.

The dramatic increase in the proportion of students taking 1 to 5.9 units--and the concomitant decrease in those students taking two or more three-unit courses--could well be the result of the state's new tuition/fee policy which sets the charges at $5 per unit for fewer than six units, and then mandates the full $50 per semester tuition for students taking six or more units. Many students who had been taking two three-unit classes in Fall '83 when there was no fee, may have decided to take only one course for $15 this fall instead of two courses for $50. The "6th unit/full cost" tuition/fee policy may thus have forced some students to drop back to taking only one class in order to avoid the full tuition.

A decreasing proportion of full-time students, and an increasing proportion of part-time students, can have serious effects on a district's fiscal situation. Since administrative and support services such as counseling, assessment testing, and financial aid information must be provided to each student--regardless of whether that student is full- or part-time--the district's cost per student increases as the proportion of part-time students increases. If increasing numbers of students continue to take lighter credit loads, the district can expect its cost per student to increase relative to its ADA-generated income.

DISTRICT ETHNIC DISTRIBUTION

A community college district expects its student body to be reflective of the community it serves, particularly in terms of the ethnic distribution of its students. In the first Planning for Change report published in March 1984, the ethnic distribution of the district's and the colleges' student populations was compared to the ethnic distribution of the service area populations, using the 1980 Census data. Figure 4 on the following page shows the numbers and percentages of the various ethnic groups in the district's student population from Fall 1978 to Fall 1984. The column labeled "'80 Federal Census" provides the numbers and percentages for the ethnic minority groups in the district's service area population--basically, in the Sacramento metropolitan region.

This section of the report is intended to answer the following questions:

- What is the proportion of ethnic minorities in the district's student population and how has this proportion changed over time?

Figure 4

District Ethnicity
(Based on Fall Student Characteristics Reports)

	1978	1979	1980	'80 Fed Census	1981	1982	1983	1984	83-84 diff.
White	26209	26844	29405	701908	31538	30422	27424	26029	-5.1%
	66.4%	66.8%	66.3%	77.8%	66.4%	65.4%	64.5%	66.7%	
Black	3838	4013	4435	59092	4707	4969	4376	3524	-19.5%
	9.7%	10.0%	10.0%	6.6%	9.9%	10.7%	10.3%	9.0%	
Hispanic	2603	2640	2929	82169	3263	3185	2961	2817	-4.9%
(see note 1)	6.6%	6.6%	6.6%	9.1%	6.9%	6.9%	7.0%	7.2%	
Asian	2657	2734	3161	44856	3519	3374	3517	3438	-2.2%
	6.7%	6.8%	7.1%	5.0%	7.4%	7.3%	8.3%	8.8%	
Am. Indian	499	542	599	10972	656	637	743	683	-8.1%
	1.3%	1.4%	1.4%	1.2%	1.4%	1.4%	1.7%	1.8%	
Other	863	863	978	2947	1002	1003	1057	1109	4.9%
	2.2%	2.1%	2.2%	0.3%	2.1%	2.2%	2.5%	2.8%	
Not Coded	2809	2538	2834		2813	2892	2414	1420	-41.2%
(see note 2)	7.1%	6.3%	6.4%		5.9%	6.2%	5.7%	3.6%	
	39478	40194	44341	901944	47498	46482	42492	39020	-8.2%

Note 1: Federal Census definition of "Spanish Origin" not comparable to other ethnic definitions.

Note 2: Federal Census combines Other and Not Coded.

* From '78 to '83, proportion of minorities increased from 33.6% to 35.5%; each ethnic group increased its proportions.

* Fall '84 reversed this trend: proportion of minority students decreased to 33.3%.

* Decline primarily due to sharp decrease in black student enrollment (-19.5%), particularly at SCC (-22.1%).

* Percent decline for blacks (-19.5%) higher than for district as a whole (-8.2%), or for any other ethnic group.

- Did Fall 1984 continue or reverse the previous trends in the representation of ethnic minorities in the colleges' student populations?

- Given the overall district enrollment decline, did all ethnic groups decline equally? Was any one ethnic group affected more than the others?

As can be seen in Figure 4, from Fall 1978 to Fall 1983 the proportion of ethnic minorities in the district's student body had been increasing, from 33.6% to 35.5%, and each ethnic group had increased its percentage of the student population. Fall 1984, however, reversed this trend: the proportion of ethnic minorities among the district's students decreased to 33.3%.

The numbers of students in all ethnic categories dropped due to the overall district enrollment decline. However, in terms of proportions, only blacks decreased their percentage of the district's student enrollment, from 10.3% in Fall 1983, to 9.0% in Fall 1984. The overall district enrollment decline (based on the Fall Student Characteristics Reports) from Fall 1983 to Fall 1984 was 8.2%. Thus a similar decline might have been expected in each ethnic category. However, the percent decline varied greatly by ethnic group, with blacks showing a 19.5% decline, compared to 5.1% for whites, 4.9% for Hispanics, 2.2% for Asians, and 8.1% for American Indians. The district thus lost almost one-fifth of its black student enrollment between Fall 1983 and Fall 1984. By college, the percent decreases for black students were: American River College, -15.2%; Cosumnes River College, -20.8%; and Sacramento City College, -22.1%.

When these figures were presented to the Los Rios Board of Trustees in November 1984, the Board requested the Planning and Research staff to undertake--in cooperation with the staff at each college--further analysis of why such a precipitous drop in the district's black student enrollment might have occurred. The results of the various research efforts are discussed in the next chapter of this report.

DISTRICT AGE DISTRIBUTION

This section seeks to answer the following questions about the age distribution of the district's students:

- What are the relative proportions of older and younger students in the district and how have these proportions changed over time?

- Did Fall 1984 continue or alter the trends?

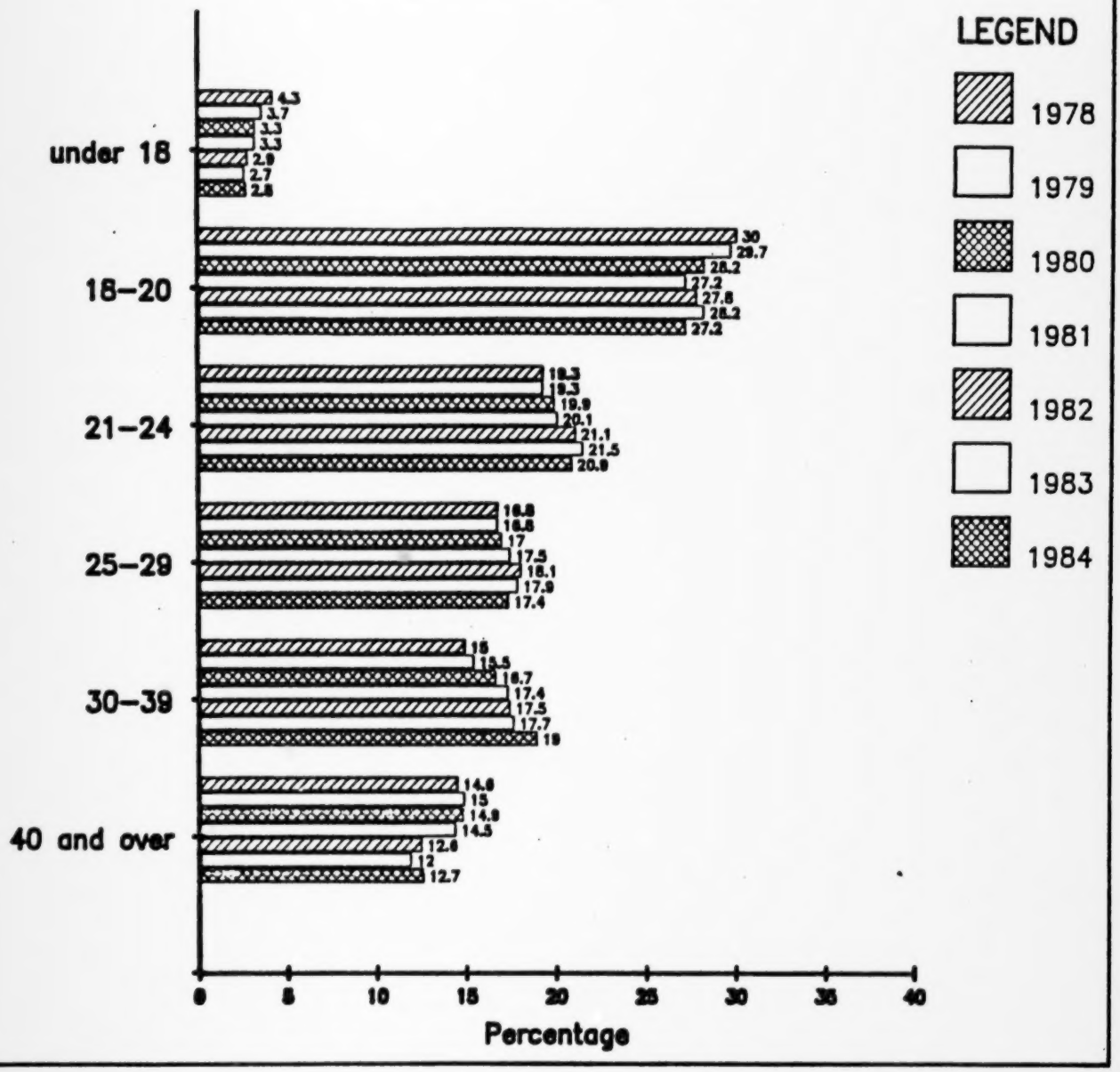
- Do older or younger students comprise the majority of the district's student population?

Figure 5 on the following page illustrates the relative proportions of students in particular age groups. From Fall 1978 to Fall 1984, the proportion of students in the 18- to 20-year-old category continued to decline, reflecting in part the statewide and national decline in the number of high school students. The proportion of students aged 21 to 24 had been increasing through Fall 1983, but the trend was reversed in Fall 1984. The

Figure 5

District Age Distribution

(Based on Fall Student Characteristics Reports)



- From Fall '78 to Fall '84, proportion of students 18–20 continued to decline.
- Proportion of those 21–24 had been increasing but decreased in Fall '84.
- Young students (under 25) comprise 51% of our enrollments; older students, 49%.
- From Fall '78 to Fall '84, proportion of students 25–39 continued to increase.

Los Rios District is comprised of almost equal proportions of older and younger students: students under age 25 comprise 51% of the district's enrollment, while those over 25 account for 49% of the students. Only one age group substantially increased its proportion in Fall 1984; those in the 30-39 age group increased from 17.7% to 19% of the district's student body, perhaps reflecting the well-documented propensity of "baby boomers" to continue to get increasing amounts of education. Of the colleges, Cosumnes River has experienced the most substantial loss in the proportion of young (18- to 20-year-old) entering students (which dropped from one-third to one-quarter between Fall '78 and Fall '84). Sacramento City College and American River College have remained relatively stable in terms of their younger student populations.

Since older students are more likely to attend on a part-time basis and to take lighter unit loads, the long-term effects of a shift to older students may include increasing costs per student, as discussed in the earlier section on district unit load. However, older students who are more likely to be working full-time may also be better able to afford the new tuition and fees instituted in the state's community colleges in Fall 1984, and thus may continue to increase as a proportion of the district's student population.

DISTRICT GENDER DISTRIBUTION

The questions on gender distribution to be answered in this section are as follows:

- What is the proportion of women to men among the district's students and how has this proportion changed over time?
- Did Fall 1984 continue or reverse the gender trend?
- How do the proportions of women to men differ among the colleges?

Women, as Figure 6 indicates, continue to be the majority of the district's students, and the proportions of women in the colleges' student populations have been increasing over time. Districtwide, women constituted 55.8% of our enrollment in Fall 1984, up from 55.5% in Fall 1983.

The proportions of women in the individual colleges in Fall 1984 were as follows: American River, 55.3%; Cosumnes River, 60.4%; Sacramento City, 53.3%; and ARC/Placerville, 65.2%. Placerville showed a sustantial decline in its proportion of women, down from 69.7% in Fall 1983, although the proportion of women is still higher there than at any of the other campuses.

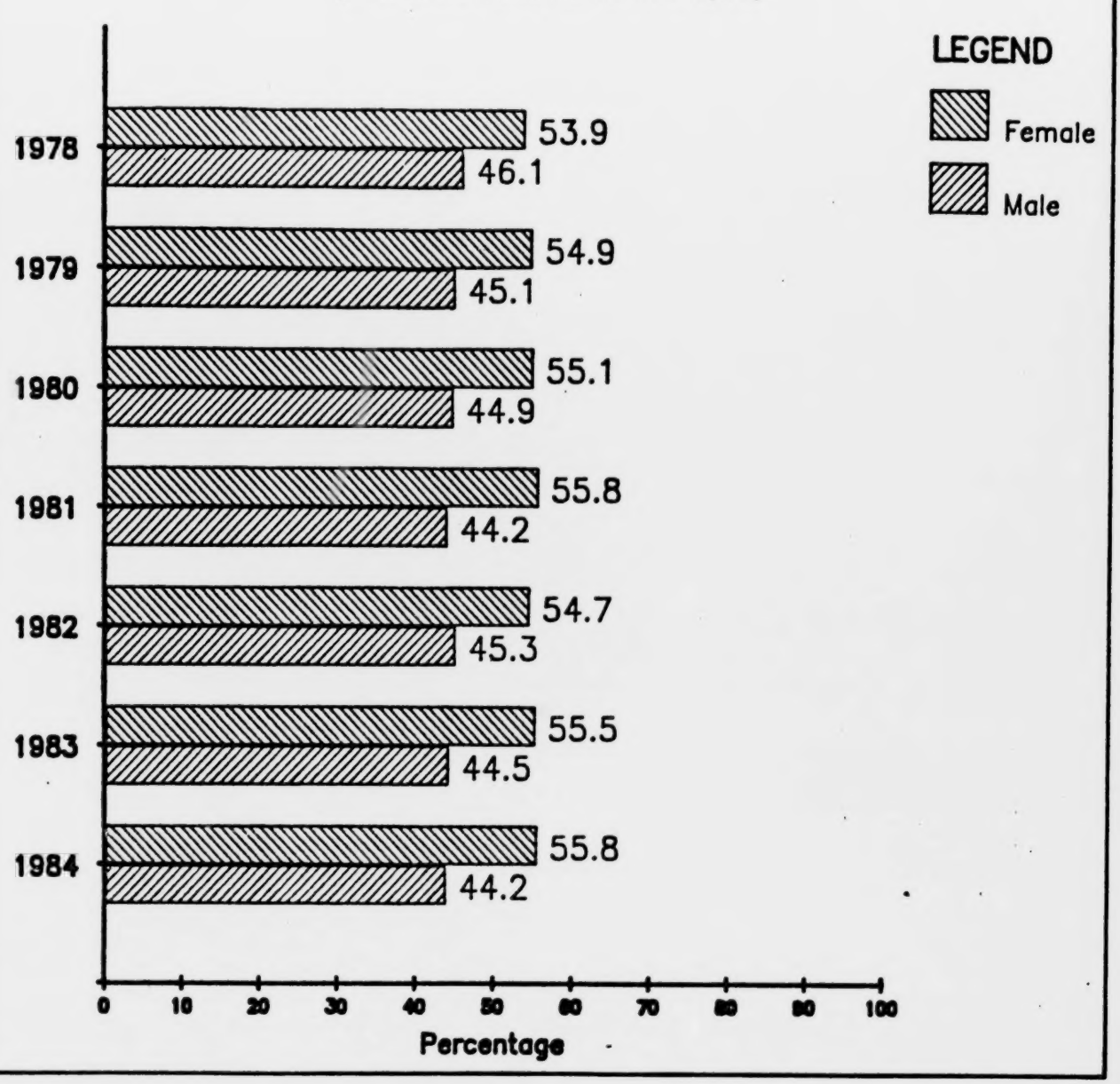
DISTRICT WEEKLY STUDENT CONTACT HOURS

"Weekly Student Contact Hours" (or WSCH) is the measure of the number of hours the district's students spend in class. This measure is used by the state to determine the amount of funding to be allocated to a particular district. While WSCH generally follows district enrollment trends, it can deviate as students decide to take lighter or heavier unit loads, and thus spend more or fewer hours attending classes.

Figure 6

District Gender Distribution

(Based on Fall Student Characteristics Reports)



* Women are the majority of our students.
* From Fall '78 to Fall '84, the proportion of women increased.
* Proportion of women varies from 65.2% at ARC/P to 53.3% at SCC.

This section will answer four questions:

- What is the district's current number of WSCH and how has this measure changed over time?
- Did Fall 1984 continue or reverse the trend in WSCH?
- What is the relationship between the district's enrollment and WSCH?
- What does WSCH decline mean in terms of funding for the district?

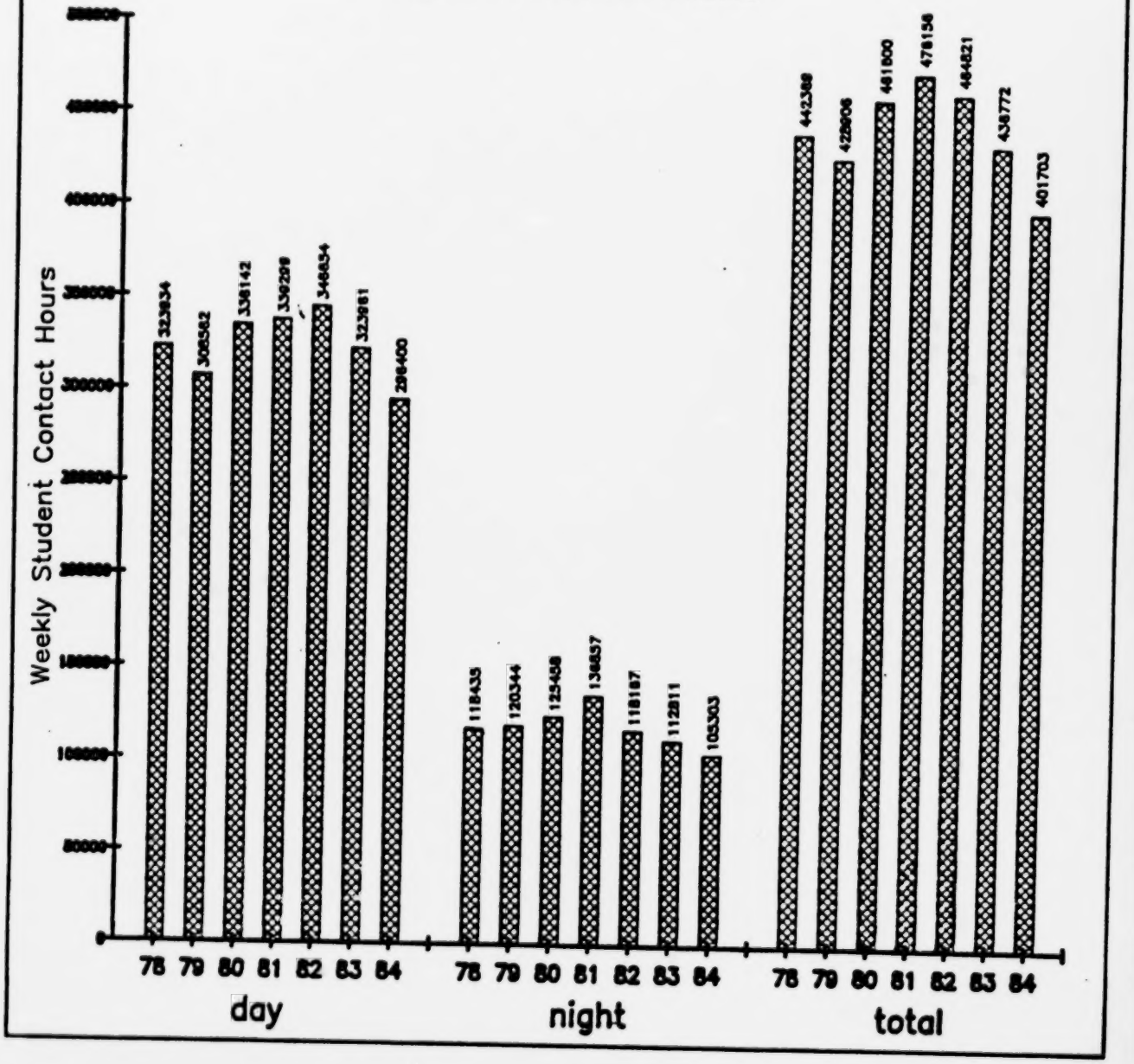
As Figure 7 on the following page indicates, the district's WSCH peaked in Fall 1981 and has been declining since. The Fall 1984 WSCH is 15.2% below that of Fall 1981 and is down 8.0% from Fall 1983. The district's WSCH is lower now than at any time since 1978 and has generally followed the district's enrollment decline and the decline in state funding.

Because of the funding compromise for the state's community colleges that was placed in statute in 1984, a district's current year WSCH does not translate exactly into funding for the succeeding year. Instead, WSCH is but one part of a convoluted funding mechanism that may result in a district receiving more or less funding depending on the statewide enrollment and WSCH decreases (or increases) for the 106 community colleges. In short, it is unlikely that this district--or any other--will have a clear picture of its own fiscal situation until relatively late in the Spring 1985 state budget process.

Figure 7

District WSCH

(Based on Fall 4th Week Census Reports)



* WSCH peaked in 1981 and has been declining since (parallels enrollment decline).
* Fall '84 is 15.2% below Fall '81.
* Fall '84 WSCH lower now that at any time since 1978.
* Fall '84 WSCH down 8.0% from Fall '83.
* WSCH generates district funding.

DETAILING THE ENROLLMENT DECLINE

The initial examination of the district's Fall 1984 enrollment statistics presented in the previous chapter was discussed with the Los Rios Board of Trustees in November 1984. The Board directed the staff to undertake more extensive analysis of the statistics, with particular emphasis on evaluation of the various factors by ethnic group. This analysis required staff to go through the district's entire student data base for Fall 1983 and Fall 1984 and combine the existing student files in new ways so as to be able to do correlations of such factors as age, sex and ethnicity. All the student summary data was reformatted and entered into a desk-top computer for manipulation by a spreadsheet program known as Lotus 1-2-3. Once entered, various combinations of the data were analyzed to determine whether changes in any of these factors could help explain the enrollment decline of one particular ethnic group.

Several different reports were used in the enrollment analysis. First was the previously mentioned Fall Student Characteristics Report which includes information on such factors as age, sex, ethnicity, credit load and day/evening distribution. Second was the Race Characteristics Report which includes information by ethnic group on such factors as academic standing, educational goal, high school education, and student classification (i.e., new student, transfer, returning student). Third was the Final Grade Processing/Grade Point Average Analysis Report, which provides information on GPA by ethnic group. In addition, a special computer run was done to examine retention rates by ethnicity.

This section of the report is intended to answer a series of questions relating to the disproportionate decline in black student enrollment in the distict:

- Are there crucial differences on the variables of age, sex, credit load, and day/evening status between black students and the general student population, by district or by college, for Fall 1983 and Fall 1984?

- Whom did we lose among black students: younger or older students; men or women; full-time or part-time; day or evening students?

- Are there major differences between blacks and other ethnic groups on such factors as academic standing, educational goal, high school education, or classification? Were there dramatic changes in these factors from Fall 1983 to Fall 1984?

- In comparing grade point averages, how do black students compare to other ethnic groups? How does this relate to the question on academic probation?

- What was the retention rate for black students from Fall 1983 to Fall 1984? How does this compare to the rates for other ethnic groups? Does it vary by college?

- What was the proportion of new black students to continuing black students over the three semesters from Fall '83 to Fall '84? Was

the enrollment loss greater among new black students (i.e., did fewer come) or among continuing black students (i.e., did fewer continue or return)?

- In looking at statewide data, is the disproportionate decline in the black student population a local, Los Rios occurrence, or is it a statewide phenomenon?

Most tables in this section provide detailed information for the district as a whole; the tables for each of the three colleges (Placerville is included with American River College) are found in the appendices to this report.

AGE GROUPS

Figure 8 on the following page includes several tables that show age groups by ethnicity, a comparison of black men and women of particular age groups to men and women in the rest of the district's student population, and the percentage point differences in the proportions of those age groups from Fall 1983 to Fall 1984.

Looking at the first table ("Student Counts by Age Group Within Ethnicity"), it is clear that the largest single age group of black students in Fall 1983 was in the 18- to 20-year-old bracket, which was also true for all other ethnic groups except American Indians. This was again the case in Fall 1984, for all ethnic groups. Over half of all black students (50.4%) were in the traditional college-going age group of 18- to 24-year-olds in Fall 1983; by Fall 1984 the figure was 49.1%. Asians had the highest proportion of students in the 18-24 age group (64.2%) in Fall '84, followed by Hispanics (50.6%), blacks (49.1%), Indians (48.0%), and whites (46.1%). The percentages of blacks in each of the age groups generally reflected the districtwide percentages in both Fall 1983 and Fall 1984, with no particularly noticeable differences.

The second table ("Comparison of Age Groups: Black Students vs. Remainder of Student Population") shows the percentages of black males and females in each of the age groups compared to the percentages of men and women for all other ethnic groups combined. Again, no striking discrepancies appear between men and women in terms of age groups.

The last table displays the "Percentage Point Difference From Fall 1983 to Fall 1984" in the percentages of males and females in the various age groups for blacks and for all other ethnic groups combined. From this table it appears that the enrollment loss among black men and women was predominantly in the 18-to-29 age groups with a drop of 2.5 percentage points, compared to 2.1 for all other ethnic groups combined. The black enrollment loss was thus more evident among the younger students than among those 30 years of age or older, for both men and women.

Both Sacramento City and Cosumnes River Colleges exhibit roughly the same trend in enrollment losses among black students in the 18-to-29 age group. At American River College, however, the greatest proportional loss among black women was in the 40-and-over age group (-2.7 percentage points). The enrollment loss for black men at American River was greatest in the 21-to-29 age groups, essentially the same trend noted at the other colleges.

Figure 8

LOS RIOS COMMUNITY COLLEGE DISTRICT

STUDENT COUNTS BY AGE GROUP WITHIN ETHNICITY

Fall 1983

	Am.Ind.		Asian		Black		White		Hispanic		Other		Not coded		TOTAL	
under 18	28	3.8%	78	3.7%	107	2.4%	685	2.5%	77	2.6%	16	1.5%	140	3.6%	1131	2.7%
18-20	177	23.8%	754	35.9%	1277	29.2%	7382	26.9%	929	31.4%	307	29.0%	1174	30.5%	12000	28.2%
21-24	183	24.6%	572	27.3%	927	21.2%	5716	20.8%	714	24.1%	225	21.3%	787	20.5%	9124	21.5%
25-29	124	16.7%	308	14.7%	837	19.1%	4956	18.1%	546	18.4%	216	20.4%	614	16.0%	7601	17.9%
30-39	140	18.8%	248	11.8%	702	16.1%	5161	18.8%	464	15.7%	176	16.7%	648	16.9%	7539	17.7%
40 and over	91	12.2%	138	6.6%	523	12.0%	3516	12.8%	231	7.8%	117	11.1%	481	12.5%	5097	12.0%
	743	100.0%	2098	100.0%	4373	100.0%	27416	100.0%	2961	100.0%	1057	100.0%	3844	100.0%	42492	100.0%

Fall 1984

	Am.Ind.		Asian		Black		White		Hispanic		Other		Not coded		TOTAL	
under 18	15	2.2%	74	3.7%	108	3.1%	761	2.9%	86	3.1%	23	2.1%	66	2.3%	1133	2.9%
18-20	175	25.6%	752	37.1%	1003	28.5%	6740	25.9%	803	28.5%	283	25.5%	856	30.2%	10612	27.2%
21-24	153	22.4%	550	27.1%	725	20.6%	5253	20.2%	623	22.1%	256	23.1%	579	20.4%	8139	20.9%
25-29	128	18.7%	283	14.0%	632	17.9%	4525	17.4%	518	18.4%	226	20.4%	465	16.4%	6777	17.4%
30-39	132	19.3%	243	12.0%	624	17.7%	5171	19.9%	559	19.8%	199	18.0%	476	16.8%	7404	19.0%
40 and over	80	11.7%	124	6.1%	432	12.3%	3577	13.7%	228	8.1%	121	10.9%	391	13.8%	4953	12.7%
	683	100.0%	2026	100.0%	3524	100.0%	26027	100.0%	2817	100.0%	1108	100.0%	2833	100.0%	39018	100.0%

COMPARISON OF AGE GROUPS: BLACK STUDENTS VS. REMAINDER OF STUDENT POPULATION

	Fall 1983						Fall 1984					
	Black			All Other			Black			All Other		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
under 18	2.9%	1.9%	2.4%	2.9%	2.4%	2.7%	3.8%	2.2%	3.1%	2.9%	2.9%	2.9%
18-20	28.7%	29.8%	29.2%	25.6%	31.3%	28.1%	27.6%	29.5%	28.5%	24.3%	30.7%	27.1%
21-24	21.0%	21.4%	21.2%	19.7%	23.8%	21.5%	20.0%	21.3%	20.6%	18.7%	23.7%	20.9%
25-29	18.7%	19.7%	19.1%	16.8%	19.0%	17.7%	18.5%	17.3%	17.9%	16.9%	17.8%	17.3%
30-39	17.2%	14.7%	16.1%	20.5%	14.7%	17.9%	18.5%	16.7%	17.7%	21.9%	15.6%	19.1%
40 and over	11.6%	12.4%	12.0%	14.5%	8.8%	12.0%	11.6%	13.0%	12.3%	15.4%	9.2%	12.7%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

PERCENTAGE POINT DIFFERENCE FROM FALL 1983 TO FALL 1984

	Black			All Other		
	Female	Male	Total	Female	Male	Total
under 18	0.8%	0.3%	0.6%	.0%	0.5%	0.2%
18-20	-1.0%	-0.4%	-0.7%	-1.4%	-0.6%	-1.1%
21-24	-1.0%	-0.2%	-0.6%	-1.1%	.0%	-0.6%
25-29	-0.2%	-2.4%	-1.2%	0.1%	-1.1%	-0.4%
30-39	1.4%	2.0%	1.7%	1.4%	0.9%	1.2%
40 and over	.0%	0.6%	0.3%	0.9%	0.4%	0.7%

GENDER

Figure 9 on the following page displays the numbers and percentages of black male and female students enrolled in the district and the colleges in Fall 1983 and Fall 1984. Both the percentage point difference in the proportions of black women vs. black men, and the percent change in numbers between the two fall semesters, have been computed.

As can be seen, in the district and in every college, the enrollment decline affected black men more than black women. Between Fall 1983 and Fall 1984, the district lost 21.2% of the black men enrolled, compared to a loss of 17.9% in black women. The proportions of black women to black men, however, changed relatively little districtwide, with the women increasing their proportion by one percentage point, from 53.9% to 55.0%.

At American River College, the enrollment loss of black men was virtually the same as that for women (14.3% and 14.2%, respectively). At Cosumnes River, the loss for black men was more noticeable at 21.8%, compared to 19.7% for black women. The higher decrease in the numbers of black men was most noticeable at Sacramento City College, which lost 25.5% of its black male students compared to 19.1% of its black female students.

UNIT LOAD

Figure 10 on Page 21 includes three tables relating to unit load. The first table, "Student Counts by Unit Load Within Ethnicity," provides the numbers and percentages of the various ethnic groups in the three different unit load categories. Among the ethnic groups in Fall 1983, Asians had the highest proportion of full-time students (48.2%), followed by blacks (30.6%). Whites had the lowest percentage of students taking the full-time load of 12 units or more (25.9%). This same pattern also held true in Fall 1984.

Every ethnic group experienced an increase from Fall 1983 to Fall 1984 in the proportion of students taking the lighest credit load (1-5.9 units), reflecting the districtwide trend of a shift of students from the 6-11.9 unit (or two-course) load to the 1-5.9 (one course) category.

The second table, "Comparison of Unit Load, Black Students vs. Remainder of Student Population," provides information on unit loads for black men and women compared to men and women of all other ethnic groups combined. In both Fall 1983 and Fall 1984, black men carried more units than black women; this was also the case with the remainder of the student population. However, a higher proportion of black women were full-time students in both years than were women in all other ethnic groups combined.

The third table lists the percentage point difference from Fall 1983 to Fall 1984 in the proportions of black and all other men and women in each of the three unit load categories. In general, the highest loss occurred in the proportion of students taking the mid-range load of 6 to 11.9 units, except for black men, for whom the loss was greatest in the full-time category. Blacks thus lost full-time and gained part-time students between Fall 1983 and Fall 1984, as was the case with every ethnic group except Asians (who increased their proportion of full-time students).

Figure 9

GENDER BREAKDOWN FOR BLACK ETHNIC GROUP

LOS RIOS COMMUNITY COLLEGE DISTRICT

Fall 1983	Female:	2359	(53.9%)	Male:	2014 (46.1%)
Fall 1984	Female:	1937	(55.0%)	Male:	1587 (45.0%)
Percentage Point Difference:	Female:	1.0		Male:	-1.0
Percent Change:	Female:	-17.9%		Male:	-21.2%

AMERICAN RIVER COLLEGE

Fall 1983	Female:	654	(50.1%)	Male:	651 (49.9%)
Fall 1984	Female:	561	(50.1%)	Male:	558 (49.9%)
Percentage Point Difference	Female:	0.0		Male:	0.0
Percent Change:	Female:	-14.2%		Male:	-14.3%

COSUMNES RIVER COLLEGE

Fall 1983	Female:	534	(59.3%)	Male:	367 (40.7%)
Fall 1984	Female:	429	(59.9%)	Male:	287 (40.1%)
Percentage Point Difference:	Female:	0.6		Male:	-0.6
Percent Change:	Female:	-19.7%		Male:	-21.8%

SACRAMENTO CITY COLLEGE

Fall 1983	Female:	1171	(54.0%)	Male:	996 (46.0%)
Fall 1984	Female:	947	(56.1%)	Male:	742 (43.9%)
Percentage Point Difference:	Female:	2.0		Male:	-2.0
Percent Change:	Female:	-19.1%		Male:	-25.5%

Figure 10

LOS RIOS COMMUNITY COLLEGE DISTRICT

STUDENT COUNTS BY UNIT LOAD WITHIN ETHNICITY

Fall 1983

	Am.Ind.		Asian		Black		White		Hispanic		Other		Not coded		TOTAL	
1 - 5.9	302	40.6%	490	23.4%	1294	29.6%	10759	39.2%	1093	36.9%	392	37.1%	1369	35.6%	15699	36.9%
6 - 11.9	226	30.4%	596	28.4%	1739	39.8%	9555	34.9%	1059	35.8%	379	35.9%	1267	33.0%	14821	34.9%
12 and over	215	28.9%	1012	48.2%	1340	30.6%	7102	25.9%	809	27.3%	286	27.1%	1208	31.4%	11972	28.2%
	743	100.0%	2098	100.0%	4373	100.0%	27416	100.0%	2961	100.0%	1057	100.0%	3844	100.0%	42492	100.0%

Fall 1984

	Am.Ind.		Asian		Black		White		Hispanic		Other		Not coded		TOTAL	
1 - 5.9	279	40.8%	523	25.8%	1162	33.0%	11354	43.6%	1197	42.5%	464	41.8%	1084	38.3%	16063	41.2%
6 - 11.9	229	33.5%	484	23.9%	1351	38.3%	8425	32.4%	933	33.1%	337	30.4%	853	30.1%	12612	32.3%
12 and over	175	25.6%	1019	50.3%	1011	28.7%	6248	24.0%	687	24.4%	308	27.8%	895	31.6%	10343	26.5%
	683	100.0%	2026	100.0%	3524	100.0%	26027	100.0%	2817	100.0%	1109	100.0%	2832	100.0%	39018	100.0%

COMPARISON OF UNIT LOAD: BLACK STUDENTS VS. REMAINDER OF STUDENT POPULATION

Fall 1983

	Black			All Other		
	Female	Male	Total	Female	Male	Total
1 - 5.9	33.5%	25.0%	29.6%	43.9%	30.0%	37.8%
6 - 11.9	38.5%	41.3%	39.8%	32.8%	36.2%	34.3%
12 and over	28.0%	33.8%	30.6%	23.2%	33.8%	27.9%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Fall 1984

	Black			All Other		
	Female	Male	Total	Female	Male	Total
1 - 5.9	35.6%	29.8%	33.0%	48.0%	34.3%	42.0%
6 - 11.9	37.1%	39.9%	38.3%	30.2%	33.6%	31.7%
12 and over	27.4%	30.3%	28.7%	21.8%	32.1%	26.3%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

PERCENTAGE POINT DIFFERENCE FROM FALL 1983 TO FALL 1984

	Black			All Other		
	Female	Male	Total	Female	Male	Total
1 - 5.9	2.0%	4.8%	3.4%	4.1%	4.3%	4.2%
6 - 11.9	-1.4%	-1.4%	-1.4%	-2.6%	-2.6%	-2.6%
12 and over	-0.6%	-3.5%	-2.0%	-1.5%	-1.7%	-1.6%

In terms of the colleges, American River generally reflected the districtwide trends. At Cosumnes River, the shift for black men was more from the mid-range unit load into full-time than into the 1-5.9 category, while at Sacramento City black women lost enrollments in the mid-range category but gained proportionately in both the full-time and lightest load categories.

DAY/EVENING STATUS

Day/evening attendance patterns by ethnic group are detailed in Figure 11 on the following page. Contrary to the districtwide trend of a loss in the proportion of day students and an increase in the proportion of evening students from Fall 1983 to Fall 1984, the proportion of black students enrolled during the day increased slightly. The only other ethnic group to exhibit this situation was the Asian group. Next to Asians, blacks had the highest proportion of day students of any ethnic group in both years.

The second table, "Comparison of Day/Evening Attendance: Black Students vs. Remainder of Student Population," displays the percentages of men and women enrolled in the day and in the evening. A higher proportion of black women students were enrolled during the day in both years as compared to women of all other ethnic groups combined, which was also the case for black men in Fall 1984.

The third table, "Percentage Point Difference from Fall 1983 to Fall 1984" shows where the shift in proportions occurred, for blacks and for all other ethnic groups combined. While black women increased their proportion of day students, contrary to the districtwide trend, women of all other ethnic groups combined decreased their day student proportion and increased their evening percentage. Black men, like men of the remaining ethnic groups, decreased their proportion of day and increased their proportion of evening students, following the district trend.

At American River College, all ethnic groups decreased their proportions of day students, while the pattern of percentage point differences in day/evening attendance followed the district trend. At Cosumnes River, black women followed the pattern of men and women of all other ethnic groups enrolled there in the decrease in the proportion of daytime enrollment. In contrast, black men and women at Sacramento City increased their proportions of daytime enrollment.

ACADEMIC STANDING

Figure 12 on Page 24 contains three tables comparing the various ethnic groups in terms of their academic standing. The types of standing are as follows: (1) good standing; (2) on probation--either academic (low GPA), progress (not enough units completed over time), or readmitted on probation; or (3) on dismissal notice. "Not coded" includes all first-time students who do not have an academic standing until their grades are received at the end of their first semester.

The first table, "Student Counts by Academic Standing Within Ethnicity," includes numbers and percentages of students from each ethnic group in the various academic standing categories. As can be seen in the table, the proportions of black students on probation or on dismissal notice were higher than for any other ethnic group in both Fall 1983 and Fall 1984. While the

Figure 11

LOS RIOS COMMUNITY COLLEGE DISTRICT

STUDENT COUNTS BY DAY/EVENING ATTENDANCE WITHIN ETHNICITY

Fall 1983

	Am.Ind.		Asian		Black		White		Hispanic		Other		Not coded		TOTAL	
Day	467	62.9%	1570	74.8%	2861	65.4%	16622	60.6%	1854	62.6%	686	64.9%	2643	68.8%	26703	62.8%
Evening	276	37.1%	528	25.2%	1512	34.6%	10794	39.4%	1107	37.4%	371	35.1%	1201	31.2%	15789	37.2%
	743	100.0%	2098	100.0%	4373	100.0%	27416	100.0%	2961	100.0%	1057	100.0%	3844	100.0%	42492	100.0%

Fall 1984

	Am.Ind.		Asian		Black		White		Hispanic		Other		Not coded		TOTAL	
Day	413	60.5%	1611	78.1%	2315	65.7%	15271	58.7%	1708	60.6%	715	64.5%	1932	69.1%	23965	61.4%
Evening	270	39.5%	451	21.9%	1209	34.3%	10756	41.3%	1109	39.4%	393	35.5%	865	30.9%	15053	38.6%
	683	100.0%	2062	100.0%	3524	100.0%	26027	100.0%	2817	100.0%	1108	100.0%	2797	100.0%	39018	100.0%

COMPARISON OF DAY/EVENING ATTENDANCE: BLACK STUDENTS VS. REMAINDER OF STUDENT POPULATION

	Fall 1983						Fall 1984					
	Black			All Other			Black			All Other		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Day	64.6%	66.3%	65.4%	59.5%	66.4%	62.6%	65.9%	65.5%	65.7%	58.1%	64.7%	61.0%
Evening	35.4%	33.7%	34.6%	40.5%	33.6%	37.4%	34.1%	34.5%	34.3%	41.9%	35.3%	39.0%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

PERCENTAGE POINT DIFFERENCE FROM FALL 1983 TO FALL 1984

	Black			All Other		
	Female	Male	Total	Female	Male	Total
Day	1.2%	-0.9%	0.3%	-1.5%	-1.7%	-1.6%
Evening	-1.2%	0.9%	-0.3%	1.5%	1.7%	1.6%

Figure 12

LOS RIOS COMMUNITY COLLEGE DISTRICT

STUDENT COUNTS BY ACADEMIC STANDING WITHIN ETHNICITY

Fall 1983

	Am.Ind.		Asian		Black		White		Hispanic		Other		Not coded		TOTAL	
Good	481	64.7%	1555	74.1%	2557	58.5%	19996	72.9%	1924	65.0%	708	67.0%	2774	72.2%	29995	70.6%
Probation	68	9.2%	148	7.1%	749	17.1%	2054	7.5%	330	11.1%	106	10.0%	280	7.3%	3735	8.8%
Dismissed	19	2.6%	22	1.0%	140	3.2%	321	1.2%	55	1.9%	16	1.5%	45	1.2%	618	1.5%
Not Coded	175	23.6%	373	17.8%	927	21.2%	5045	18.4%	652	22.0%	227	21.5%	745	19.4%	8144	19.2%
	743	100.0%	2098	100.0%	4373	100.0%	27416	100.0%	2961	100.0%	1057	100.0%	3844	100.0%	42492	100.0%

Fall 1984

	Am.Ind.		Asian		Black		White		Hispanic		Other		Not coded		TOTAL	
Good	494	72.3%	1592	78.6%	2111	59.9%	18979	72.9%	1913	67.9%	762	68.8%	2082	73.5%	27933	71.6%
Probation	50	7.3%	137	6.8%	452	12.8%	1641	6.3%	281	10.0%	82	7.4%	249	8.8%	2892	7.4%
Dismissed	17	2.5%	34	1.7%	146	4.1%	391	1.5%	62	2.2%	27	2.4%	60	2.1%	737	1.9%
Not Coded	122	17.9%	263	13.0%	815	23.1%	5016	19.3%	561	19.9%	237	21.4%	442	15.6%	7456	19.1%
	683	100.0%	2026	100.0%	3524	100.0%	26027	100.0%	2817	100.0%	1108	100.0%	2833	100.0%	39018	100.0%

COMPARISON OF ACADEMIC STANDING: BLACK STUDENTS VS. REMAINDER OF STUDENT POPULATION

	Fall 1983						Fall 1984					
	Black			All Other			Black			All Other		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Good	59.5%	57.2%	58.5%	72.9%	71.0%	72.0%	61.4%	58.1%	59.9%	74.0%	71.3%	72.8%
Probation	16.1%	18.3%	17.1%	6.7%	9.3%	7.8%	12.1%	13.7%	12.8%	5.9%	8.2%	6.9%
Dismissed	2.8%	3.6%	3.2%	0.9%	1.7%	1.3%	4.1%	4.2%	4.1%	1.3%	2.2%	1.7%
Not Coded	21.5%	20.8%	21.2%	19.5%	18.1%	18.9%	22.4%	24.0%	23.1%	18.9%	18.4%	18.7%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

PERCENTAGE POINT DIFFERENCE FROM FALL 1983 TO FALL 1984

	Black			All Other		
	Female	Male	Total	Female	Male	Total
Good	1.9%	0.8%	1.4%	1.1%	0.3%	0.8%
Probation	-4.0%	-4.6%	-4.3%	-0.8%	-1.1%	-1.0%
Dismissed	1.2%	0.6%	0.9%	0.3%	0.5%	0.4%
Not Coded	0.9%	3.2%	1.9%	-0.6%	0.3%	-0.2%

Notes: 1) "Not Coded" figures include first-time students who do not yet have an academic standing.
2) "Probation" figures include all types of probation: academic, progress, and readmit.

proportion of black students on probation decreased from Fall 1983 to Fall 1984, the proportion on dismissal notice increased, as did the proportion in good standing.

The second table compares the academic standing of black men and women students to male and female students of all other ethnic groups combined. Black women were less often on probation or dismissal notice than were black men in either year, although both black men and women were roughly twice as likely to be in academic trouble than were men and women in the rest of the student population.

The third table gives the "Percentage Point Difference from Fall 1983 to Fall 1984" in the proportions of black and all other men and women in each academic standing category. Across the board, the proportion of those on academic probation declined, while the proportions of those in good standing or on dismissal notice increased.

At American River, the proportions of students in good standing and on probation both decreased, for black men and women as well as for the remainder of the student population. Cosumnes River showed mixed trends, while Sacramento City's students followed the district trends in terms of academic standing.

GRADE POINT AVERAGE

Figure 13 on the next page displays the mean grade point averages (GPA) for students from the various ethnic groups, by district and by college. As can be seen, the GPA for black students districtwide in Fall 1983 was considerably lower than that for any other ethnic group; this was also the case at each of the three colleges.

The average GPA also varied considerably by college. The highest overall average GPA (2.51) was attained by students at American River College, followed by students from Cosumnes River (2.50), and then Sacramento City students (2.44).

EDUCATIONAL GOAL

Figures 14 and 15 on the following pages contain three tables relating to students' expressed educational goals. The admissions form that a student completes for entry to one of the district colleges contains a question regarding the student's intended educational goal, with the following choices: transfer without an AA degree; transfer with an AA degree; vocational AA degree; general AA degree; vocational certificate; to acquire job skills; to upgrade current job skills; and no occupational objective.

The table in Figure 14, "Student Counts by Educational Goal Within Ethnicity," provides the numbers and percentages of students expressing each particular educational goal, by ethnic group. As can be seen in the table, in Fall 1983 a higher proportion of blacks than any other ethnic group except Asians said that transfer with the AA degree was their goal, and by Fall 1984, the proportion of blacks expressing this goal even surpassed the Asian proportion. Blacks were considerably above the districtwide average in both years in the proportion of students indicating they intended to transfer either with or without an AA degree.

Figure 13

LOS RIOS COMMUNITY COLLEGE DISTRICT

	GPA	Total GPA	/ Students
Am.Ind.	2.29	(1608.54	/ 701)
Asian	2.65	(8988.44	/ 3393)
Black	1.88	(7661.79	/ 4074)
White	2.60	(68509.73	/ 26355)
Hispanic	2.23	(6243.60	/ 2798)
Other	2.36	(2390.18	/ 1014)
Not Coded	2.41	(5277.29	/ 2188)
Average	2.48	(100679.57	/ 40523)

AMERICAN RIVER COLLEGE

Am.Ind.	2.28	(899.66	/ 394)
Asian	2.57	(2342.85	/ 912)
Black	1.90	(2375.89	/ 1252)
White	2.57	(41838.10	/ 16263)
Hispanic	2.33	(2256.69	/ 969)
Other	2.29	(1115.82	/ 487)
Not Coded	2.46	(1741.46	/ 708)
Average	2.51	(52570.47	/ 20985)

COSUMNES RIVER COLLEGE

Am.Ind.	2.41	(267.55	/ 111)
Asian	2.65	(1227.91	/ 463)
Black	1.88	(1551.34	/ 827)
White	2.66	(9431.41	/ 3548)
Hispanic	2.32	(1056.41	/ 456)
Other	2.41	(373.30	/ 155)
Not Coded	2.62	(403.97	/ 154)
Average	2.50	(14311.89	/ 5714)

SACRAMENTO CITY COLLEGE

Am.Ind.	2.25	(441.33	/ 196)
Asian	2.68	(5417.68	/ 2018)
Black	1.87	(3734.56	/ 1995)
White	2.63	(17240.22	/ 6544)
Hispanic	2.13	(2930.50	/ 1373)
Other	2.42	(901.06	/ 372)
Not Coded	2.36	(3131.86	/ 1326)
Average	2.44	(33797.21	/ 13824)

Figure 14

LOS RIOS COMMUNITY COLLEGE DISTRICT

STUDENT COUNTS BY EDUCATIONAL GOAL WITHIN ETHNICITY

Fall 1983

	Am.Ind.		Asian		Black		White		Hispanic		Other		Not coded		TOTAL	
Xfer w/o AA	48	6.5%	160	7.6%	318	7.3%	1903	6.9%	201	6.8%	78	7.4%	132	3.4%	2840	6.7%
Xfer wth AA	226	30.4%	787	37.5%	1589	36.3%	8822	32.2%	960	32.4%	355	33.6%	783	20.4%	13522	31.8%
AA (Voc)	232	31.2%	870	41.5%	1532	35.0%	9830	35.9%	1063	35.9%	332	31.4%	1220	31.7%	15079	35.5%
AA (Gen)	24	3.2%	34	1.6%	120	2.7%	539	2.0%	62	2.1%	23	2.2%	37	1.0%	839	2.0%
Certificate	48	6.5%	40	1.9%	207	4.7%	1683	6.1%	162	5.5%	61	5.8%	172	4.5%	2373	5.6%
Acq Job Skills	33	4.4%	30	1.4%	109	2.5%	1018	3.7%	105	3.5%	41	3.9%	79	2.1%	1415	3.3%
Upg Job Skills	47	6.3%	66	3.1%	163	3.7%	1403	5.1%	137	4.6%	50	4.7%	85	2.2%	1951	4.6%
No Occ Objectv	60	8.1%	110	5.2%	254	5.8%	1690	6.2%	216	7.3%	87	8.2%	1164	30.3%	3581	8.4%
Not Coded	25	3.4%	1	.0%	81	1.9%	528	1.9%	55	1.9%	30	2.8%	172	4.5%	892	2.1%
	743	100.0%	2098	100.0%	4373	100.0%	27416	100.0%	2961	100.0%	1057	100.0%	3844	100.0%	42492	100.0%

Fall 1984

	Am.Ind.		Asian		Black		White		Hispanic		Other		Not coded		TOTAL	
Xfer w/o AA	75	11.0%	325	16.0%	417	11.8%	3156	12.1%	328	11.6%	156	14.1%	217	7.7%	4674	12.0%
Xfer wth AA	236	34.6%	789	38.9%	1511	42.9%	8913	34.2%	1024	36.4%	407	36.7%	744	26.3%	13624	34.9%
AA (Voc)	116	17.0%	486	24.0%	588	16.7%	4995	19.2%	501	17.8%	163	14.7%	557	19.7%	7406	19.0%
AA (Gen)	21	3.1%	65	3.2%	141	4.0%	809	3.1%	85	3.0%	30	2.7%	59	2.1%	1210	3.1%
Certificate	25	3.7%	55	2.7%	133	3.8%	1294	5.0%	124	4.4%	52	4.7%	110	3.9%	1793	4.6%
Acq Job Skills	41	6.0%	66	3.3%	132	3.7%	1422	5.5%	164	5.8%	56	5.1%	97	3.4%	1978	5.1%
Upg Job Skills	65	9.5%	96	4.7%	222	6.3%	2277	8.7%	231	8.2%	97	8.8%	181	6.4%	3169	8.1%
No Occ Objectv	69	10.1%	144	7.1%	272	7.7%	2351	9.0%	294	10.4%	91	8.2%	682	24.1%	3903	10.0%
Not Coded	35	5.1%	0	0.0%	108	3.1%	810	3.1%	66	2.3%	56	5.1%	186	6.6%	1261	3.2%
	683	100.0%	2026	100.0%	3524	100.0%	26027	100.0%	2817	100.0%	1108	100.0%	2833	100.0%	39018	100.0%

Figure 15

LOS RIOS COMMUNITY COLLEGE DISTRICT

COMPARISON OF EDUCATIONAL GOALS: BLACK STUDENTS VS. REMAINDER OF STUDENT POPULATION

	Fall 1983						Fall 1984					
	Black			All Other			Black			All Other		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Xfer w/o AA	7.2%	7.3%	7.3%	5.9%	7.6%	6.6%	10.9%	13.0%	11.8%	10.2%	14.3%	12.0%
Xfer wth AA	34.8%	38.1%	36.3%	29.5%	33.7%	31.3%	40.3%	46.1%	42.9%	32.5%	36.3%	34.1%
AA (Voc)	34.0%	36.3%	35.0%	35.4%	35.7%	35.5%	17.2%	16.1%	16.7%	19.4%	19.0%	19.2%
AA (Gen)	2.8%	2.7%	2.7%	2.1%	1.6%	1.9%	3.8%	4.3%	4.0%	3.3%	2.7%	3.0%
Certificate	5.3%	4.1%	4.7%	6.0%	5.2%	5.7%	4.2%	3.2%	3.8%	4.9%	4.5%	4.7%
Acq Job Skills	3.0%	1.9%	2.5%	3.9%	2.8%	3.4%	4.0%	3.4%	3.7%	5.7%	4.6%	5.2%
Upg Job Skills	4.2%	3.2%	3.7%	5.6%	3.5%	4.7%	7.5%	4.9%	6.3%	9.6%	6.7%	8.3%
No Occ Objectv	6.6%	4.9%	5.8%	9.4%	7.9%	8.7%	8.8%	6.4%	7.7%	11.3%	8.9%	10.2%
Not Coded	2.2%	1.5%	1.9%	2.2%	1.8%	2.1%	3.3%	2.8%	3.1%	3.3%	3.0%	3.2%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

PERCENTAGE POINT DIFFERENCE FROM FALL 1983 TO FALL 1984

	Black			All Other		
	Female	Male	Total	Female	Male	Total
Xfer w/o AA	3.6%	5.7%	4.6%	4.3%	6.7%	5.4%
Xfer wth AA	5.5%	7.9%	6.5%	3.0%	2.6%	2.8%
AA (Voc)	-16.8%	-20.2%	-18.3%	-16.0%	-16.8%	-16.3%
AA (Gen)	1.0%	1.6%	1.3%	1.2%	1.1%	1.1%
Certificate	-1.1%	-0.9%	-1.0%	-1.2%	-0.8%	-1.0%
Acq Job Skills	1.0%	1.5%	1.3%	1.7%	1.8%	1.8%
Upg Job Skills	3.3%	1.6%	2.6%	4.0%	3.2%	3.6%
No Occ Objectv	2.2%	1.5%	1.9%	1.9%	1.0%	1.5%
Not Coded	1.1%	1.3%	1.2%	1.1%	1.2%	1.1%

Figure 15 contains two tables, one comparing the educational goals of black men and women to those of men women of all other ethnic groups combined, and the other listing the percentage point difference in the proportions of students expressing each goal. Black men were somewhat more likely than black women to list "transfer with an AA degree" as their goal, but both black men and women listed this goal considerably more often than did the remainder of the student population.

In terms of the change from Fall 1983 to Fall 1984, men and women of all ethnic groups showed substantial declines in the proportions of students listing either a vocational AA degree or a vocational certificate as their intended goals.

All three colleges exhibited the same trends, except that Sacramento City College showed a very slight increase instead of a decrease across the board in the proportion of students listing a vocational certificate as their goal.

HIGH SCHOOL EDUCATION

Figures 16 and 17 on the next two pages contain information on the high school education of students attending a Los Rios college. The various high school education definitions used in the table are as follows: high school diploma (graduate); G.E.D. (General Educational Development Test); Certificate of Equivalency; California High School Proficiency Exam; Certificate of Completion; foreign high school; not a high school graduate; and not coded. For discussion purposes, the most important categories are "high school diploma" and "not a high school graduate."

Figure 16 shows the numbers and percentages of students from each ethnic group in the various high school education categories. Next to whites, blacks had the highest proportion of high school graduates in both years, and were very close to the districtwide average.

Figure 17 compares the high school education of black men and women to men and women of all other ethnic groups combined and gives the percentage point difference from Fall 1983 to Fall 1984. In Fall 1983, black women had a slightly higher proportion of high school graduates than did black men, although this reversed in Fall 1984. There were no major differences in either year between black men and women and the remainder of the student population in terms of percentages of high school graduates.

In terms of change from Fall 1983 to Fall 1984, the proportions of non-high school graduates decreased across the board, as did the proportions of those not coded.

STUDENT CLASSIFICATION

Figure 18 on Page 32 includes three tables with information on student classification by ethnic group. Students are classified as new students, new transfer students (had attended another two- or four-year college), returning students (had attended the district college previously, but not in the preceding semester), returning transfer students (had been in a district college, transferred and returned), high school students (enrolling in collegiate courses by special arrangement), and continuing students (had been enrolled in the college the preceding semester).

Figure 16

LOS RIOS COMMUNITY COLLEGE DISTRICT

STUDENT COUNTS BY HIGH SCHOOL EDUCATION WITHIN ETHNICITY

Fall 1983

	Am.Ind.		Asian		Black		White		Hispanic		Other		Not coded		TOTAL	
HS Diploma	612	82.4%	1798	85.7%	3787	86.6%	24760	90.3%	2542	85.8%	908	85.9%	2520	65.6%	36927	86.9%
G.E.D.	27	3.6%	20	1.0%	120	2.7%	512	1.9%	75	2.5%	29	2.7%	26	0.7%	809	1.9%
Cert. Equiv.	5	0.7%	6	0.3%	8	0.2%	66	0.2%	9	0.3%	3	0.3%	4	0.1%	101	0.2%
Cal HS Prof.	9	1.2%	3	0.1%	10	0.2%	198	0.7%	14	0.5%	7	0.7%	8	0.2%	249	0.6%
Cert. Comp.	1	0.1%	11	0.5%	11	0.3%	30	0.1%	5	0.2%	4	0.4%	6	0.2%	68	0.2%
Foreign HS	1	0.1%	53	2.5%	17	0.4%	59	0.2%	20	0.7%	17	1.6%	60	1.6%	227	0.5%
Not HS Grad	73	9.8%	187	8.9%	354	8.1%	1445	5.3%	261	8.8%	70	6.6%	723	18.8%	3113	7.3%
Not Coded	15	2.0%	20	1.0%	66	1.5%	346	1.3%	35	1.2%	19	1.8%	497	12.9%	998	2.3%
	743	100.0%	2098	100.0%	4373	100.0%	27416	100.0%	2961	100.0%	1057	100.0%	3844	100.0%	42492	100.0%

Fall 1984

	Am.Ind.		Asian		Black		White		Hispanic		Other		Not coded		TOTAL	
HS Diploma	578	84.6%	1676	82.7%	3065	87.0%	23405	89.9%	2391	84.9%	915	82.6%	2127	75.1%	34157	87.5%
G.E.D.	45	6.6%	30	1.5%	155	4.4%	817	3.1%	124	4.4%	37	3.3%	39	1.4%	1247	3.2%
Cert. Equiv.	2	0.3%	6	0.3%	10	0.3%	104	0.4%	13	0.5%	9	0.8%	7	0.2%	151	0.4%
Cal HS Prof.	12	1.8%	11	0.5%	9	0.3%	309	1.2%	24	0.9%	11	1.0%	12	0.4%	388	1.0%
Cert. Comp.	3	0.4%	13	0.6%	13	0.4%	54	0.2%	8	0.3%	8	0.7%	12	0.4%	111	0.3%
Foreign HS	1	0.1%	129	6.4%	22	0.6%	115	0.4%	47	1.7%	57	5.1%	108	3.8%	479	1.2%
Not HS Grad	39	5.7%	152	7.5%	229	6.5%	1148	4.4%	192	6.8%	64	5.8%	344	12.1%	2168	5.6%
Not Coded	3	0.4%	9	0.4%	21	0.6%	75	0.3%	18	0.6%	7	0.6%	184	6.5%	317	0.8%
	683	100.0%	2026	100.0%	3524	100.0%	26027	100.0%	2817	100.0%	1108	100.0%	2833	100.0%	39018	100.0%

Figure 17

LOS RIOS COMMUNITY COLLEGE DISTRICT

COMPARISON OF HIGH SCHOOL EDUCATION: BLACK STUDENTS VS. REMAINDER OF STUDENT POPULATION

	Fall 1983						Fall 1984					
	Black			All Other			Black			All Other		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
HS Diploma	87.5%	85.6%	86.6%	88.1%	85.6%	86.9%	86.7%	87.3%	87.0%	88.8%	86.2%	87.6%
G.E.D.	2.1%	3.5%	2.7%	1.5%	2.2%	1.8%	3.8%	5.1%	4.4%	2.6%	3.7%	3.1%
Cert. Equiv.	0.1%	0.3%	0.2%	0.2%	0.3%	0.2%	0.2%	0.4%	0.3%	0.4%	0.4%	0.4%
Cal HS Prof.	0.3%	0.2%	0.2%	0.7%	0.6%	0.6%	0.2%	0.4%	0.3%	1.1%	1.0%	1.1%
Cert. Comp.	0.2%	0.3%	0.3%	0.1%	0.2%	0.1%	0.6%	0.1%	0.4%	0.2%	0.3%	0.3%
Foreign HS	0.3%	0.5%	0.4%	0.6%	0.5%	0.6%	0.5%	0.8%	0.6%	1.0%	1.6%	1.3%
Not HS Grad	8.2%	8.0%	8.1%	6.7%	8.0%	7.2%	7.5%	5.3%	6.5%	5.1%	6.0%	5.5%
Not Coded	1.4%	1.6%	1.5%	2.2%	2.6%	2.4%	0.6%	0.6%	0.6%	0.8%	0.8%	0.8%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

PERCENTAGE POINT DIFFERENCE FROM FALL 1983 TO FALL 1984

	Black			All Other		
	Female	Male	Total	Female	Male	Total
HS Diploma	-0.7%	1.7%	0.4%	0.7%	0.6%	0.7%
G.E.D.	1.7%	1.6%	1.7%	1.1%	1.5%	1.3%
Cert. Equiv.	0.1%	0.1%	0.1%	0.2%	0.1%	0.2%
Cal HS Prof.	-0.1%	0.2%	.0%	0.4%	0.4%	0.4%
Cert. Comp.	0.4%	-0.2%	0.1%	0.1%	0.1%	0.1%
Foreign HS	0.2%	0.3%	0.2%	0.5%	1.1%	0.7%
Not HS Grad	-0.7%	-2.7%	-1.6%	-1.6%	-2.0%	-1.8%
Not Coded	-0.8%	-1.1%	-0.9%	-1.4%	-1.8%	-1.6%

Figure 18

LOS RIOS COMMUNITY COLLEGE DISTRICT

STUDENT COUNTS BY STUDENT CLASSIFICATION WITHIN ETHNICITY

Fall 1983

	Am.Ind.		Asian		Black		White		Hispanic		Other		Not coded		TOTAL	
New Student	183	24.6%	300	14.3%	885	20.2%	4930	18.0%	635	21.4%	192	18.2%	1081	28.1%	8206	19.3%
New Transfr	92	12.4%	167	8.0%	450	10.3%	3527	12.9%	321	10.8%	136	12.9%	275	7.2%	4968	11.7%
Ret Student	129	17.4%	149	7.1%	628	14.4%	3375	12.3%	420	14.2%	156	14.8%	359	9.3%	5216	12.3%
Ret Transfr	23	3.1%	115	5.5%	187	4.3%	1171	4.3%	106	3.6%	72	6.8%	80	2.1%	1754	4.1%
High School	2	0.3%	3	0.1%	8	0.2%	32	0.1%	3	0.1%	5	0.5%	6	0.2%	59	0.1%
Continuing	314	42.3%	1364	65.0%	2215	50.7%	14381	52.5%	1474	49.8%	496	46.9%	2042	53.1%	22286	52.4%
Not Coded	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.1%	0	0.0%	1	.0%	3	.0%
	743	100.0%	2098	100.0%	4373	100.0%	27416	100.0%	2961	100.0%	1057	100.0%	3844	100.0%	42492	100.0%

Fall 1984

	Am.Ind.		Asian		Black		White		Hispanic		Other		Not coded		TOTAL	
New Student	145	21.2%	330	16.3%	783	22.2%	4872	18.7%	570	20.2%	187	16.9%	476	16.8%	7363	18.9%
New Transfr	75	11.0%	143	7.1%	433	12.3%	3655	14.0%	345	12.2%	161	14.5%	211	7.4%	5023	12.9%
Ret Student	98	14.3%	149	7.4%	430	12.2%	3292	12.6%	402	14.3%	146	13.2%	215	7.6%	4732	12.1%
Ret Transfr	26	3.8%	88	4.3%	149	4.2%	1186	4.6%	130	4.6%	65	5.9%	71	2.5%	1715	4.4%
High School	1	0.1%	5	0.2%	4	0.1%	51	0.2%	11	0.4%	4	0.4%	7	0.2%	83	0.2%
Continuing	338	49.5%	1311	64.7%	1725	49.0%	12971	49.8%	1359	48.2%	545	49.2%	1853	65.4%	20102	51.5%
Not Coded	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	683	100.0%	2026	100.0%	3524	100.0%	26027	100.0%	2817	100.0%	1108	100.0%	2833	100.0%	39018	100.0%

COMPARISON OF STUDENT CLASSIFICATION: BLACK STUDENTS VS. REMAINDER OF STUDENT POPULATION

	Fall 1983						Fall 1984					
	Black			All Other			Black			All Other		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
New Student	21.5%	18.8%	20.2%	18.7%	19.7%	19.2%	22.7%	21.6%	22.2%	17.9%	19.2%	18.5%
New Transfr	10.3%	10.3%	10.3%	12.3%	11.3%	11.9%	11.7%	13.0%	12.3%	13.3%	12.5%	12.9%
Ret Student	15.3%	13.3%	14.4%	13.5%	10.3%	12.0%	13.7%	10.3%	12.2%	13.7%	10.2%	12.1%
Ret Transfr	4.5%	4.0%	4.3%	4.4%	3.7%	4.1%	4.3%	4.2%	4.2%	4.7%	4.0%	4.4%
High School	0.3%	.0%	0.2%	0.1%	0.1%	0.1%	0.2%	0.0%	0.1%	0.2%	0.2%	0.2%
Continuing	48.2%	53.6%	50.7%	50.9%	54.9%	52.7%	47.3%	50.9%	49.0%	50.2%	53.8%	51.8%
Not Coded	0.0%	0.0%	0.0%	.0%	.0%	.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

PERCENTAGE POINT DIFFERENCE FROM FALL 1983 TO FALL 1984

	Black			All Other		
	Female	Male	Total	Female	Male	Total
New Student	1.2%	2.8%	2.0%	-0.8%	-0.5%	-0.7%
New Transfr	1.5%	2.7%	2.0%	1.0%	1.2%	1.1%
Ret Student	-1.6%	-2.9%	-2.2%	0.2%	-0.1%	0.1%
Ret Transfr	-0.2%	0.1%	.0%	0.3%	0.3%	0.3%
High School	-0.1%	.0%	-0.1%	0.1%	0.1%	0.1%
Continuing	-0.8%	-2.7%	-1.7%	-0.7%	-1.1%	-0.9%
Not Coded	0.0%	0.0%	0.0%	.0%	.0%	.0%

The first table shows the numbers and percentages of students from each ethnic group in the various student classifications. Compared to the district average, blacks had higher proportions of new students and lower proportions of continuing students in both Fall 1983 and Fall 1984.

The second table compares the student classifications of black men and women with men and women in the rest of the district student population. In both years, black women showed higher proportions of new students and lower proportions of continuing students than black men. The percentages of new black women students in both years was higher than the percentages of new women students from the remainder of the student population. Black men also showed a higher proportion of new students than was the case for men of all other ethnic groups combined.

Differences from Fall 1983 to Fall 1984 are displayed in the third table. The proportions of returning and continuing black students decreased, with the losses for men greater than for women. Males and females of all other ethnic groups combined lost in their proportions of new and continuing students. Blacks picked up proportionately more new students and new transfers--particularly among the men--than did the rest of the student population.

The colleges showed various trends. At American River, the proportion of black returning students was down considerably, and continuing students were down even more. At Cosumnes River, blacks primarily lost in the new transfer and returning student classifications, while other ethnic groups combined lost in new transfer and continuing students. At Sacramento City, the district trend was repeated, with blacks losing primarily in the returning and continuing student categories, while the remainder of the student population evidenced losses in the new student classification.

It appears from the above data that the district's colleges are attracting considerable numbers of new black students, but they are not continuing or returning in similar proportions. The overall drop in continuing black students is far greater than the decrease in new black students. In short, we are attracting new black students; we are simply not keeping them.

RETENTION RATES

The "continuing student" classification in Figure 18 provides a proxy for a one-semester retention rate, since these students were by definition enrolled in the previous semester. The districtwide retention rate from one semester to the next is thus about 52% (52.4% in Fall '83 and 51.5% in Fall '84). The black rate was somewhat lower than the district averages in both years (50.7% in Fall '83 and 49.0% in Fall '84).

In order to figure an annual retention rate by ethnicity, the research staff took the number of students enrolled in Fall 1983, determined the number of those students still enrolled as of Fall 1984, added back the number of graduates between Fall '83 and Fall '84 (since successful graduates should not count negatively in a retention rate), and then figured the percentage remaining as the annual retention rate. While this may indeed be the most accurate method to determine a retention rate, it must be remembered that a large proportion of the district's students come to the colleges intending to take only one or two courses, often directly related to their jobs. Since these students may enroll for only one semester, they negatively affect the

overall retention rate--even though they may be highly successful in the one or two courses they needed. Figure 19 displays the retention rates by ethnic group for the district and the three colleges.

The annual districtwide retention rate from Fall 1983 to Fall 1984 was 41.7%--in other words, of all those students enrolled in Fall 1983, only 41.7% remained enrolled or had graduated by Fall 1984. The retention rates varied considerably by ethnic groups, with Asians having the highest rate (52.7%) and blacks having the lowest retention rate (34.1%) of any ethnic group.

Retention rates also varied considerably by college: American River had the highest rate at 43.8%, followed by Sacramento City at 42.1%, and Cosumnes River at 33.4%. In every college the retention rates of black students were considerably lower than those of almost any other ethnic group (the rates for American Indians were lower at both Sacramento City and Cosumnes River).

From this information and from the student classification data, it is obvious that the district has a greater problem with keeping black students once they are enrolled than with attracting these students initially. How much of the retention problem can be solved by district staff, and how much is dependent upon such variables as the academic preparation and motivation of the black students themselves, remains to be seen. Considerable effort, however, could be spent in determining the reasons for the low retention rate of black students, and then developing strategies to deal with the problem.

COMPARISONS WITH STATEWIDE DATA

Once the district discovered the sharp decline between Fall 1983 and Fall 1984 in the number of black students enrolled, staff began to question whether this situation was a local, Los Rios problem or a statewide phenomenon. Calls to the statewide Chancellor's Office in November and December elicited no statewide information, since a number of districts had not yet completed or returned their Fall Student Characteristics Reports, which were due to the Chancellor's Office in late October. The research staff decided to call some of the larger districts around the state to determine whether they had experienced the same decline in black student enrollment. Based on these phone calls, it appears that the phenomenon is shared by several other larger districts as discussed below, which could indicate a decline in black student enrollments in community colleges across the state.

The Peralta District in the Bay Area reported an initial overall enrollment decline of 13.8% (from 34,183 students in Fall '83, to 29,470 in Fall '84). The decline for blacks at 24% was higher than for any other ethnic group except American Indians, for whom the small number enrolled (355 in Fall '83, 242 in Fall '84) can cause sustantial percentage changes with the loss of relatively few students. As in Los Rios, the percentage decline in black students was higher than that for whites or for Hispanics (-12% and -6%, respectively).

The Los Angeles District's preliminary statistics revealed a 15% overall enrollment decline, with a 26% decline in black students--more than for any other ethnic group in that district. This is also the second year that there has been a substantial decrease in the number of black students in the Los Angeles district.

Figure 19

RETENTION RATES: FALL 1983 - FALL 1984

LOS RIOS COMMUNITY COLLEGE DISTRICT

	F83 Base	Grads	F84 Actv	Retention
Am.Ind.	743	50	220	36.3%
Asian	3515	292	1562	52.7%
Black	4373	264	1229	34.1%
White	27416	2006	9459	41.8%
Hispanic	2961	198	989	40.1%
Other	1057	82	344	40.3%
Not Coded	2427	148	882	42.4%
Total	42492	3040	14685	41.7%

AMERICAN RIVER COLLEGE

	F83 Base	Grads	F84 Actv	Retention
Am.Ind.	402	27	137	40.8%
Asian	931	83	415	53.5%
Black	1305	74	420	37.9%
White	16626	1278	6023	43.9%
Hispanic	978	73	320	40.2%
Other	494	38	173	42.7%
Not Coded	674	52	267	47.3%
Total	21410	1625	7755	43.8%

COSUMNES RIVER COLLEGE

	F83 Base	Grads	F84 Actv	Retention
Am.Ind.	115	8	22	26.1%
Asian	486	24	165	38.9%
Black	901	41	222	29.2%
White	3769	218	1059	33.9%
Hispanic	490	30	144	35.5%
Other	166	12	43	33.1%
Not Coded	178	11	41	29.2%
Total	6105	344	1696	33.4%

SACRAMENTO CITY COLLEGE

	F83 Base	Grads	F84 Actv	Retention
Am.Ind.	226	15	61	33.6%
Asian	2098	185	982	55.6%
Black	2167	149	587	34.0%
White	7021	510	2377	41.1%
Hispanic	1493	95	525	41.5%
Other	397	32	128	40.3%
Not Coded	1575	85	574	41.8%
Total	14977	1071	5234	42.1%

The San Francisco District also originally reported the same phenomenon concerning black student enrollment. However, problems with computer analysis of the district's enrollment figures from Fall 1983 forced the staff there to issue a caveat on the use of any enrollment statistics until they can be further verified.

While these few districs may not be representative of the state as a whole, they do--with Los Rios--include a substantial proportion of the state's community college enrollment. It is at least clear that the sharp decline in the numbers of black students is not simply a Los Rios situation but may be part of a larger statewide phenomenon.

If this is in fact the case, there will surely be considerable debate about the reasons for the decline in the enrollment of black students. Some will cite the improved economy and the chance for many in college to return to full-time employment as a major cause. Others will cite the new tuition as the only new variable and most probable culprit. Still others will focus attention on the poorer academic preparation of many entering black students. Problems such as the continued funding uncertainty for the community colleges, concern about the quality of their transfer programs, the byzantine processes to acquire financial aid, and the overall question about the very mission of the community colleges, will all be cited as contributing influences to the enrollment decline. In trying to determine how to sort out and isolate the effects of one factor or another on the enrollment of black students, the only thing that became clear during the course of these analyses was that if you really wanted to know why black students did not return to college, there was only one technique available: ask them. Which is precisely what the Los Rios staff did.

FOCUS ON BLACK STUDENTS: WHY THEY LEFT

As discussed in the Introduction to this report, the district staff used a four-pronged approach in analyzing the black student enrollment decline:

- Extensive analysis of the district's student demographic data (discussed in the first and second chapters of this report).
- Analysis of available statewide data (discussed in the second chapter).
- Design and administration of a telephone survey to the non-returning, non-graduate black students.
- Meetings with college faculty and staff, and with Sacramento black community leaders, to discuss possible reasons for the problem.

This chapter of the report will focus on what we learned from the survey of black students and from the series of meetings on the problem.

THE BLACK STUDENT SURVEY

Survey Design and Response Rates

In attempting to determine the possible reasons for the sharp decline in black student enrollment, district staff realized that even fairly extensive analysis of student enrollment data could only shed so much light on the reasons for black students not returning to the district's colleges. We decided that a survey of those black students who had been enrolled during the Fall 1983 semester, had not graduated or completed a certificate program, and had not returned as of the Fall 1984 fourth week enrollment census, would be the best way to elicit the reasons from the students themselves. Given the closely approaching holiday season, staff decided that a telephone survey would probably produce a better response rate than would a mailed survey, and it could be done in far less time.

The design of the survey was a joint effort of district and college staff. Several different versions were developed before the final one was designed by district and college staff and approved by the Chancellor's Cabinet (which includes the college presidents, the Executive Vice Chancellor and the Chancellor). The survey was designed to obtain responses to a series of questions that included: the student's main reason for attending a Los Rios college; whether the student's purpose or goal was achieved; the primary reason for the student not returning to college this fall; whether the student was aware of, requested, and received financial aid; whether the student took any assessment tests at the college and his or her opinions about the tests; and whether the student found the staff and faculty at the college friendly and helpful. (A copy of the telephone survey form is included as an appendix to this report.)

The primary intent of the survey was to determine why so few of the original Fall 1983 black student population reenrolled in Fall 1984, whether tuition or other financial reasons were at fault, or whether such factors as assessment tests, faculty and staff attitudes, or simply personal reasons were the primary causes. Clearly, asking a student to choose one single factor as the primary reason for not reenrolling ignores the fact that a combination of reasons may be the most truthful answer. Such a question does, however, force the student to think about what might have been the single most crucial factor in the decision not to return to college. In some cases, however, students did give multiple answers, as can be seen in the percentage of answers to each question.

In designing the survey, an attempt was made to keep the questions regarding main reason for attending and for not returning consistent with the style of those questions in our recent student follow-up surveys, so as to have some previous data with which to compare our results. While the final wording differed slightly, the questions were similar enough for the results to be compared.

District staff developed the lists of the nonreturning black students to be surveyed, which resulted in 811 students for American River College, 638 for Cosumnes River College, and 1431 for Sacramento City College. The college presidents then selected staff to administer the project at each college and used college faculty, counselors, classified staff and in some cases students to do the actual telephone surveying. Phone calls were scheduled for both day and evening so as to reach as many of the students as possible, regardless of potential work-hour conflicts. At least three attempts were made to contact each student and records were kept as to which were and were not contacted, and which refused to answer the telephone survey. A ten-day turn-around time was allowed and every college met the deadline--a truly laudable effort considering the large number of students to be called.

The overall response rate for the district as a whole was 26.5% (762 completed calls out of the 2880 students on the list). By college, the response rates were as follows: American River, 33.2%; Cosumnes River, 29.9%; and Sacramento City, 21.1%. The colleges reported that the chief reasons for not completing a call were that the student had moved and there was no new number listed, the telephone had been disconnected, or the phone was "not in service at this time." These response rates, while certainly not high, are consistent with the typical telephone survey response rates in other student follow-up studies. In fact, after only one semester it is usually difficult to contact more than 50% of the students who attended the previous semester--and our survey was conducted on students who had been enrolled two semesters earlier. Response rates also varied somewhat by question, since not every student contacted answered every question.

Survey Results

The responses to each of the eight telephone survey questions, by district and by college, are presented and discussed below.

Question 1: "What was your MAIN reason for attending (college)?"

	District	ARC	CRC	SCC
Improvement of existing job skills	21.2%	22.5%	24.4%	18.5%
Preparation for job to be obtained	23.6%	21.3%	17.3%	28.5%
University transfer credit	25.4%	28.5%	15.7%	27.0%
Personal interest	15.8%	14.9%	15.0%	17.1%
Other (describe)*	20.2%	20.5%	33.9%	13.9%

(*Percentages do not sum to 100% since a number of students gave more than one response.)

As can be seen, the most common reason districtwide that students listed for attending one of the district colleges was to complete courses prior to transferring to a university. However, the responses varied by college, with American River College students reflecting the districtwide response, while Sacramento City's students listed "preparation for job to be obtained," and Cosumnes' students listed "other" reasons most frequently. Examination of the "other" category for all three colleges revealed that completion of the AA degree was the most common "other" reason described, followed by reasons related to continuation of education beyond high school or just "better education."

Question 2: "Did you complete your goals in this area?"

	District	ARC	CRC	SCC
Yes	18.6%	19.0%	18.8%	18.2%
Partially	30.9%	24.6%	32.8%	35.7%
No	50.6%	56.5%	48.4%	46.4%

Clearly, most of the students indicated they had not yet completed their educational goals. However, as we can see from Question 3 below, most plan to continue on toward this end.

Question 3: "Do you plan to pursue this goal further?"

	District	ARC	CRC	SCC
No	11.0%	8.3%	10.2%	14.0%
Yes (If yes, where?)	85.5%	86.0%	85.9%	84.9%
*At our college	87.5%	60.1%	45.5%	60.9%
At another two-year college	12.9%	13.0%	16.4%	11.1%
At a four-year university	16.9%	15.4%	17.3%	18.2%
Other (describe)	14.7%	13.0%	23.6%	12.0%

(*Percentages to these sub-questions are figured on the number of students who answered "yes" to this question, and do not sum to 100% since there were non-responses as well as multiple responses from some students.)

The students surveyed not only intend to continue toward their educational goal, they also intend to continue at the district college they attended. A substantial percentage at each college also indicated that they intend to go on to a four-year university.

Question 4: "What was your PRIMARY reason for not returning to (college) this fall?"

	District	ARC	CRC	SCC
Completed associate degree or certificate	2.0%	2.3%	3.9%	1.0%
Completed desired courses	3.8%	4.5%	2.3%	3.7%
Transferred to another college	11.5%	9.4%	9.4%	14.2%
Moved out of area	6.0%	7.5%	3.9%	5.4%
Found or seeking employment	11.6%	15.1%	13.3%	7.8%
Job hours conflict with school	18.6%	17.0%	27.3%	16.2%
The new tuition or fee	6.4%	6.8%	3.9%	7.1%
Availability of courses inadequate	4.9%	6.8%	3.9%	3.7%
Grade/academic problems	1.7%	2.6%	0.0%	1.7%
Dissatisfied with quality of instruction	1.7%	1.1%	0.8%	2.7%
Dissatisfied with course content	0.7%	0.8%	0.0%	1.0%
Lack of child care	2.0%	1.1%	2.3%	2.7%
Other personal/family reasons*	11.2%	9.4%	13.3%	11.8%
Other (describe)**	28.0%	30.2%	21.1%	29.1%

(* A number of students cited child care responsibilities here.)
(**The most frequent responses here were various personal reasons, including medical problems, job problems, and need for "a break from college.")

This question is perhaps the most crucial one in determining why these black students did not reenroll in the district college they had attended in Fall 1983. Clearly, "other personal/family reasons" and "other" predominantly personal reasons were the primary factors cited by the students for their not reenrolling. These answers are consistent with those given by students in Spring 1984 semester to a mailed student follow-up survey conducted by district research staff. In that survey, the responses for black, nonreturning students as to why they did not reenroll were 27.3% "personal/family" reasons, and 3.0% "other" reasons, which, when combined, were by far the most popular responses for black students not returning.

Reasons relating to employment ("found or seeking" and "job hours conflict") were the second most frequent set of reasons cited for not reenrolling. These answers are also consistent with the Spring '84 student follow-up study responses from black, nonreturning students, 30.4% of whom cited either "work or seeking employment" (15.2%) or "job hours conflict" as their main reasons for not returning. While caution must be used in making judgments from the Spring '84 survey results since the number of black, nonreturning students who responded was quite low, it is interesting to note the similarity in responses between these two sets of students as to why they chose not to return.

Very few students cited the new tuition or fee (6.4% districtwide) as the reason for not returning, which again was consistent with black, nonreturning student responses to the Spring '84 follow-up survey, where only 6.1% listed "college too expensive" as their reason for not reenrolling. While the new tuition may have kept some students from initially enrolling this fall, it was not cited as a major reason for black students not returning to the district's colleges.

Question 5: "Was any part of your reason for not coming back financial?"

	District	ARC	CRC	SCC
Yes (If yes, what was it?)	32.6%	34.3%	27.0%	33.6%
No	67.4%	65.7%	73.0%	66.4%

The answers to this question indicate that while financial reasons may not have been a major factor in black students deciding not to reenroll in Fall '84, such concerns did account for at least part of the decision for almost one-third of the district's nonreturning black students. Of the third who answered "yes" to this question, the categories of financial reasons cited were, in order of response rate: tuition, fees and/or books; had to work/supporting self or family; and then other generally financial reasons.

In relation to the possible effect that the "drop fee" (i.e., the fee a student must pay to drop a course after the second week of classes) may have had on the black students' decisions not to reenroll, administrators at two of the colleges researched how many of the nonreturning black students had drop fee "holds" placed on them. (The "hold" means the student cannot reenroll unless the fee is paid.)

At Sacramento City College, 648 (45.3%) of the 1431 nonreturning black students owed drop fees, and another 102 had owed but paid the drop fees. At Cosumnes River College, 224 (35%) of their 638 nonreturning black students had drop fee "holds" and thus could not reenroll. Of the 224 "holds", 184 were placed at the end of the Fall 1983 semester, 47 at the end of the Spring 1984 semester, and 3 at the end of the 1984 Summer Session. Given the substantial percentages of the nonreturning black students who owed drop fees and could not reenroll until the fees were paid, it is quite possible that the drop fee was indeed one of the primary financial factors in these students' decisions not to return to college.

Question 6: "When you were enrolled in (college), were you aware that there was financial aid available? Did you request financial aid? Did you receive financial aid?"

	District	ARC	CRC	SCC
Aware				
Yes	85.9%	84.7%	82.4%	88.4%
No	14.0%	14.8%	17.6%	11.6%
Requested				
Yes	23.7%	13.6%	22.4%	33.2%
No	66.9%	75.0%	72.8%	57.1%
Received				
Yes	15.9%	7.6%	16.8%	22.8%
No	45.2%	46.2%	75.2%	30.2%

(*Percentages do not sum to 100% since some students did not answer all three parts of this question.)

The students indicated they were almost all aware of the availability of financial aid, although the majority did not request or receive it. In terms of actual numbers districtwide, 540 said they were aware of financial aid, 88 said they were not; 149 indicated they requested aid, 421 said they did not; and 100 students said they received aid, while 284 said they did not. Although these black students were aware of the financial aid available, relatively few requested it. Whether this is because the students did not need the financial aid is impossible to say, since the district and colleges maintain no information as to the income level of students enrolled in the district, except for those who have completed financial aid applications.

The recent survey conducted by the Field Research Corporation for the state Chancellor's Office indicated that, next to Asians, black community college students statewide had the lowest personal incomes and were from the lowest income families, of any ethnic group. While the Los Rios District participated in the statewide Field survey, the results were stratified at the state level in such a way as to make them entirely useless when disaggregated by ethnicity at the district level. Since this state survey is to be repeated in Spring 1985, discussions are underway with the Chancellor's Office about Los Rios administering and tabulating the survey itself, and then sending the results to the State Chancellor's Office, so that the district could have useful information on its students' income levels. Unless such information is available, it is difficult to plan for the wisest use of the financial aid resources available, or to target specific student populations who might have need for--but have not requested--financial aid.

Question 7: "Did you take any assessment tests at (college) when you went here? Did they help you in selecting courses?"

	District	ARC	CRC	SCC
Took Tests				
Yes	45.9%*	35.8%	39.3%	57.6%
No	53.8%	63.4%	60.7%	42.4%
Helped				
Yes	35.0%	28.0%	29.5%	43.5%
No	23.0%	14.7%	42.6%	21.2%

(*Percentages do not sum to 100% since some students did not answer both parts of this question.)

The majority of students districtwide had not taken any assessment tests at the college in which they were enrolled, although at Sacramento City, a majority had been assessed. However, of those who had taken the tests, most felt the tests were helpful in course selection. (This was not the case at Cosumnes, however.)

As part of its administration of the survey, Sacramento City College did some additional research concerning the nonreturning black students and assessment. Sacramento City's administrtive staff in charge of the survey project randomly selected 140 of the nonreturning black students on their telephone survey list to determine how many of them had been assessed and also had participated in the college's new student orientation program. The results were as follows:

- 22 of the 140 were assessed and attended orientation.
- 56 of the 140 were assessed, but did not attend orientation.
- 62 were neither assessed nor did they attend new student orientation.

The Sacramento City College staff were concerned about these results, particularly in light of the recent emphasis placed on assessment at that campus. In addition, a study at Sacramento City three years ago on student orientation showed that, when comparing 100 students who had participated in orientation with 100 students who had not, those who participated in new student orientation attempted more units, completed more units, and their combined G.P.A. was higher. In the words of the Sacramento City College administrator who directed the survey project, "Perhaps assessment and orientation are the essential components with retention, regardless of the other variables impacting retention." It is possible that continued emphasis on assessment, and on new student participation in orientation, could make a difference in the success or retention rate of black students throughout the district.

Question 8: "Did you find the staff and faculty at (college) friendly and helpful, uncaring, or hostile?"

	District	ARC	CRC	SCC
Friendly and helpful	90.0%*	91.6%	91.8%	87.6%
Uncaring	13.1%	10.0%	15.6%	14.7%
Hostile	4.1%	2.5%	11.5%	2.3%

(*Percentages do not sum to 100% since some students gave multiple answers.)

As we will see in the next section, a number of people in the series of meetings held about the black student enrollment decline suggested that perhaps faculty and staff attitudes were at fault. Apparently, the black students themselves did not believe this. The great majority of nonreturning black students reached in the telephone survey indicated that they felt the staff and faculty at their college had been friendly and helpful. However, the responses did vary by college, with 27.1% of the nonreturning blacks from Cosumnes River characterizing staff and faculty as uncaring or hostile, compared to considerably lower percentages at the other colleges. While the negative responses were relatively few in number, the perceptions students have of faculty and staff attitudes are extremely important, and everything that can be done to accentuate the positive attitudes of faculty and staff should be done.

The results of the survey are perhaps surprising and certainly enlightening. The reasons the black students gave for coming to a Los Rios college varied considerably, as did their reasons for not reenrolling. Neither tuition, financial aid, nor faculty attitudes were cited as major reasons for not returning; more often, personal reasons or those having to do with employment seemed to be at the basis of the decision. While there are some factors such as assessment, student orientation, and staff attitudes that are within the control of the district and colleges, most of the factors cited as major

contributors to a student's decision not to reenroll are external to the district and thus largely beyond its control.

COLLEGE AND COMMUNITY MEETINGS

As mentioned in the opening section of this chapter, the Chancellor of the district held a series of meetings to discuss the black student enrollment decline, first with staff and faculty at the colleges, and second, with leading members of the Sacramento black community. The general comments made in the meetings are discussed below.

College Meetings

The district Chancellor met with faculty and staff of each of the three colleges to discuss the Fall 1984 decrease in black student enrollment, possible reasons for the decline, and what might be done about it. The many comments and often intense discussions might be summarized as follows.

Many people mentioned that, overall, race relations are a bit more strained now than they were in the post-'60s period. The entire attitude of the country is more conservative and thus somewhat more negative toward minorities and women. Some cited this as an invisible, psychological barrier that, in concert with other potential barriers such as the new tuition and drop fees or assessment tests, could well tip the balance for a student toward dropping out or not returning after one semester. However, as seen in the previous section, the students themselves did not cite negative faculty or staff attitudes as a problem; in fact, over 90% of the respondents from all three colleges felt the faculty and staff were "friendly and helpful."

Other staff members mentioned the increased recruitment of promising black students by the University and State University, and the fact that a number of our transfer students move to a four-year university before completing the AA degree (or even their second semester in some cases). Some argued that if these students have a chance for a university education, they should transfer as quickly as possible; others felt that these students would do better to stay in the community college, complete their lower division courses and then transfer with junior standing.

A number of college staff cited the importance of economics in the decision of black students to stay in college, since they might have to forego earnings needed for self or family support. Others felt tuition was the "straw" on the camel's pack of book costs, parking fees, and other living expenses for college students.

While no single factor was pinpointed by college staff as triggering the districtwide decline in black student enrollment, the factors mentioned at each meeting were the following:

- Insensitive staff attitudes toward minority students.
- Problems in dealing with the complexity of financial aid and in receiving financial aid in a timely manner.
- A real or perceived problem in the ability to qualify for financial aid, given the tightening of the definition of "academic progress."

- Apprehension about assessment tests. (Cabinet Minutes, November 27, 1984.)

The results of the telephone survey of nonreturning black students published in this report should prove most interesting to college staff as they examine the particular aspects of the problem for their college.

Community Leaders Meeting

The Los Rios Chancellor met with a number of leaders of the Sacramento black community in mid-November to discuss the enrollment decline and how to reverse the situation. The meeting included such leaders as: George Dean, President of the Sacramento Urban League; Dr. William Lee, Publisher of The Observer; Rev. Leon Ralph, Interdenominational Church of God; Dr. Esther Nelson, President of the Sacramento NAACP; and Carol Johnson, Sacramento City Unified School District.

Several of the leaders discussed the need to heighten the awareness of the black community about the opportunities a community college education in general, and the Los Rios colleges in particular, can provide. The suggestion was made that a packet detailing the success of black Los Rios students--in transferring, in new occupations, and in job skills upgrading--be developed and used in reaching the black community. Others suggested that more attention be directed to student support services, particularly counseling, and at opportunities to increase faculty and staff sensitivity to the needs of black students. Several people discussed the need to develop an awareness in the black community that the assessment tests used in the Los Rios colleges are aimed at ensuring that students have the best possible opportunities for college success. They also cited the need for information regarding the improved success and retention rates of those students who are assessed and correctly placed.

In addition to the meeting, several articles in The Observer focused on the black student enrollment decline, on "Seeking a Solution" to the problem, and on black students' opinions on the enrollment decline. Each of these articles helped to inform the community about the problem, to articulate some of the many benefits of a community college education, and to indicate the concern of the district about the recruitment, retention and success of black students in its colleges.

While no easy answers came out of either the college or the community meetings, articulation of the problem--and the shared search for solutions--may have moved everyone a bit closer to the kind of understanding that makes a college a member of the community, and a student a member of the college.

IN SUMMARY

As indicated in the Introduction of this report, there are no easy answers in the data as to why the district's enrollment decline affected black students more than those from other ethnic groups. We do know that we lost proportionately more young black students than older ones, more black men than black women, more full-time than part-time students, more day than evening students, and considerably more continuing and returning students than new students. In some cases, these trends are consistent with those for other ethnic groups or for the district's students as a whole; in other cases, they are not.

From the telephone survey that asked black students why they did not return, we know that personal/family reasons and reasons related to employment were the chief factors cited by these students for not reenrolling. While financial reasons accounted for at least part of their decision not to return for almost one-third of the students surveyed, only 6.4% cited the new tuition as a primary factor. These same sets of reasons (personal and job-related) are also those most frequently mentioned as causes for not returning by students in other follow-up studies conducted in Los Rios and elsewhere.

We also know from the data that the proportions of black students on academic probation and on dismissal notice were higher than for any other ethnic group, and that their retention rate is lower. It is quite possible that if a student is having academic problems, faces assessment testing, and is told that he or she must now pay both tuition and a fee to drop courses, that student may well decide to take a job--given the improved economy and job market--instead of returning to college. It is this combination of factors that most likely accounts for the disproportionate loss in black students.

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